

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

OCTOBER, 1944

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Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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No member of a "forgotten generation," this husky young man will grow up under conditions as nearly ideal as American ingenuity and devotion can assure him. The National Congress of Parents and Teachers bends all its efforts toward the cherishing and protection of such as he.

The President's Message

Youth and the Realistic View

OUR attention has been so wholly centered on the war these past several years that our memories of what we were concerned about before the war may have become somewhat vague. Problems that were of deepest import to thoughtful men and women suddenly disappeared. The problem of unemployment, for example, was temporarily solved by the demands of war production and of the armed services.

It is worth while to look backward a little in order better to look forward. A few years ago many young people came out of our schools filled with ambition and enthusiasm. They wanted jobs; they wanted marriage and homes of their own. They wanted opportunity for wholesome recreation. But what did they find? Not nearly enough jobs to go around and little opportunity to become self-respecting, self-supporting citizens. Too many of these youth never had a chance to use their best abilities until we sent them to fly planes, drive tanks, live in fox holes, and even to die for the country that did not seem to want them in times of peace. This is a terrible indictment for any nation. Will the same conditions prevail again after the war?

Now we are beginning to see that postwar days are almost here. Soon the young people will be returning from war service, and plans are being made to help them continue their education and establish themselves in civilian life. But in addition to national and state planning, there should be community planning to give them sympathetic help and practical guidance.

BUT WHAT of the young Americans who are just too young to serve in the armed forces? Many of them have left school to serve on the production front. Others have stayed in school to prepare more adequately for effective, enriching work in later years; yet many of these, too, have put in long hours of part-time war work.

The younger generation wants passionately to be allowed to take part in the real life of this nation. Are we planning to give young people the opportunity to do so? Fathers of families must of course have work, and servicemen and -women rightly have priority on jobs. But what of youth? Are they to be left out again? Is their service to be ignored? Will we once more have a lost generation precisely when we need the energy and idealism that youth can bring to us? Will the number of delinquents continue to increase because we, their elders, have been delinquent in planning constructive activities and fruitful opportunities for them?

This is a challenge to all parents, teachers, and thoughtful citizens. Let us not forget these teenagers. Let us provide them with proper guidance and counseling, both vocational and personal, and see to it that child labor laws are enforced so that the very young are kept off the labor market. Let us plan educational programs adapted to the needs of those who left high school to go to work but now wish to finish. Programs of student aid are also essential. And finally let us enlist the active participation of youth themselves in planning educational and recreational programs that will adequately serve them.

The prime responsibility of each generation of adults is to leave the generation that comes after them well prepared for the duties and responsibilities they in their turn must assume. We must not fail our younger citizens at this crisis in human history.



Myrinette A. Hastings

President, National Congress of Parents and Teachers



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DOROTHY WALDO PHILLIPS

DON'T treat me like a kid!" "Well, all the others are doing it!" "You leave my things alone!" "You think you're everything!" "If Bill can go, why can't I?" "You simply don't understand me." "Get out of here. My room's private!" "You stop calling me names!" "It is so!"

Are these familiar sounds in your home? Do you find yourself saying "Why can't brothers and sisters get along together? Why doesn't Mary realize that she's older than John? Why does Bill get so antagonistic when the other children invade his room? Why do they always want to do what the older children do? What is there about them I don't understand?"

What is behind all this? Is it something casual, passing? No indeed. It is the law of psychological self-preservation at work. Once we recognize this fact and understand it, we are well along the way toward unraveling many of our children's perplexing behavior problems. This basic urge cannot be pushed aside with "Don't" and "Stop it!" It will always be there, seeking an outlet. To repress it beyond the bounds of necessary discipline may bring about serious repercussions. Guided and directed, it may bring tremendous happiness and satisfaction. And here is where we adults come in.

Significance of Adult Influences

WHEN we explore the realm of quarrels and tempers we are, of course, in the realm of the emotions. This means that you and I must concern ourselves with something organic—for emotions are much older than the intellect.

Have you ever said of a certain person, "It's

QUARRELS AND TEMPERS

the strangest thing, but she always brings out the best in me. I find myself giving the finest that I have, and willingly too, when I'm with her"? And have you also said of another person, "She has a peculiar way of antagonizing me. If I spend any length of time with her, I find myself saying unkind, quarrelsome things about people. The nastiest and most argumentative side of my nature always seems to assert itself."

That's the way we tick. And that is probably the way our children are reacting to their parents and teachers, their older brothers and sisters. Our job in bringing up these youngsters is to direct and guide them so that they *want* to give of their best when they are with us. By failing to understand their subtle motivations we can, unwittingly, antagonize them into behavior that is rebellious, aggressive, argumentative, and quarrelsome.

The Child's Other Half

CHARACTER building is an inside job. Here we are dealing with intangibles, with the half that we cannot see. If we would work on behavior

WHAT is behind children's quarrels and tempers? Can parents so direct their youngsters' emotional lives as to prevent these outbursts? Is a certain amount of arguing and fighting altogether undesirable? This article, the second in the study course "Guiding the Citizens of Tomorrow," examines the question of aggressive behavior from all angles. For a better understanding of the child's need to assert himself is vital if his parents are to offer him the best possible chance to acquire a rich, well-rounded, and alert personality.

organically we must concern ourselves with what sets behavior in motion—namely, attitudes.

The moment we come into the world an inner voice starts talking to us and never lets up until we die. With clocklike regularity it repeats one sentence, "I want to be important. . . . I want to be important. . . . I want to be important." It asserts itself long before we are conscious of its presence. It follows us all through life, making us do the stupidest things we do and being responsible for the best that we do.

As I observe young children and adolescents, this seems to me to be one of the most basic urges of all, this law of psychological self-preservation. When we see it demonstrated in behavior, we recognize the fact that every individual must achieve, must belong, must be effective in his human environment. When he can't achieve, he becomes desperate, and when he is desperate his emotions take over.

If this voice cannot find satisfactory expression, it bursts out in aggressiveness, rebellion, defiance, or other forms of exhibitionism. Because the child is young he has not learned how to handle these things. He needs our help, and we cannot help until we first win his cooperation. Hence the great need to acquire the elasticity of mind and spirit that will take us over into the world of the child.

How Does This Ego Assert Itself?

THE very small child finds everything in the world vastly superior to him. Everybody is taller, stronger, smarter than he is. He cannot talk; he cannot walk without falling flat on his face. At the same time that voice is saying "I want to be important!"

A fellow does not feel very important when



he is flat on his face. But he answers the voice, never fear. Let's remember that. He always will. What does he do? He bangs his head on the wall, yells bloody murder, and has a tantrum. This means that the whole family comes out to look, and *he is important*.

At six or seven or thereabouts being important is rather difficult. Lacking adequate means of expression, the child is at the mercy of the grownups around him. He now finds a very interesting answer to that voice. He says subconsciously, "Everything is so much more important than I am. I shall make a world of my own." Thereupon he steps into a world of his own imagination. Here he makes himself the captain of the ship, the parent, or the teacher—always the head man.

As he goes up through grade school, he answers this voice in a purely physical way. These are very vital years when he is reacting largely to the experiences of his five senses and he is a sort

of healthy young animal. "My house is bigger than yours," we hear him saying. "My father has two cars. Yours only has one." He hangs from a tree on a finger, twists himself into six knots, and says "Look what I can do." He has great faith in himself. He is selfish, often cruel, though not according to his standards. In short, he "gets there," becomes important, by sheer physical means.

In the adolescent years the voice shouts very loudly "I *must* be important," and young people become almost frantic in their desire to wear the clothes that will make them acceptable to their peers; to bring up their parents so as to avoid



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being embarrassed by them; to "make the boys like me"; to "make the girls like me." Parents would do well not to get too excited about the fact that saddle shoes must be worn dirty, that pants must be rolled up to the knees, that sweaters must sometimes be worn backward. How many unfortunate arguments take place on the front doorstep in the early morning! We may get our way about the sweater, but the argument and the quarreling involved have probably destroyed a fine relationship and will slap back at us when we most need the confidence of our boy or girl.

A Challenge to Parents

THE home, like the school, is an institution of learning. Both have faculties. It is important that the faculty in the home should be as well informed and well organized to do its job as is the faculty of the school. Parents should recognize the different needs for achievement at the various age levels and should be prepared to guide children up the successive rungs of the ladder. Children denied this cooperation from parents remain frustrated and floundering, even in adolescence. It is quite pathetic to see teen-age people resorting to temper tantrums and grade-schoolish exhibitionism in order to attract attention. It is even more tragic when, because we have not kept in step with them as they have been growing up, we hear them say, "They just don't understand me."

The real lesson that the home can teach is that the secret of being important lies in our ability to make others important. Too many people learn the real answer to this persistent inner voice when it is too late.

Traffic Jams

IN ORDER to avoid many of these frustrations, displayed in tempers, let us ask ourselves some key questions.

1. Have we been alert to our child's physical condition? The child who does not get enough sleep and fresh air will undoubtedly be irritable and cross. The child who is undernourished or growing too fast will find it difficult to compete with others, and the attendant frustrations will often express themselves in tempers and quarrels.

2. Have we been developing his sense of responsibility? The self-respect that goes with this will set up worth-while satisfactions and there will be no need to take it out on somebody else.

3. Have we had enough discipline? We must equip the individual to take his place, harmoniously, in a regimented society and to circumvent potential maladjustments in the future.

4. Is there a dictator in the home? If so, inferiorities are set up that make the child do foolish things in order to be noticed. Such situations breed bullies and promote deceit.

5. Has quarreling become a habit in the home? If so, we must not wonder if later on we are confronted with a disregard for authority in community life. Perhaps arguments and disrespect for the opinions of others around us have crept into our family pattern. Perhaps it has become almost necessary for the children to argue and shout in order to be a part of the family picture.

6. Do we unwittingly foster jealousies by the deadly habit of making comparisons between

children? "Why don't you try and be like Lizzie? She's a nice girl. She hangs up her pajamas." You know what happens to Lizzie when you're not around, don't you? She gets kicked in the shins. Why? Because that voice is saying, "I want to be important. Lizzie's more important than I am. What can I do to Lizzie?" This accounts for the dolls that are mysteriously broken on the third floor, for the parts of the Meccano set that are hidden under the bed; for the pulling of hair; for the "who-do-you-think-you-are's." This business of comparison often makes children hate one another, the outcome being quarrels and arguments.

After all, let's remember the golden rule. How would we like it if one day when Dad came home to find us waiting on the doorstep saying, "How do you like my new dress?" he should reply, "Boy, you ought to see the woman next door. Why don't you try to be like her?" If you react as I do and as children do, you would probably hate the woman next door.

Traffic Directions

LET us now suppose that in answering these six key questions we have uncovered some weaknesses that clamor for correction. How shall we go about setting things right?

Many vexing problems can be solved, before they arise, in weekly family councils. In the give-and-take of informal discussion everybody in the family makes a contribution to the planning of the home, and the different members of the family learn to understand the motivations of one another *at a time when there is no issue at stake*. Once a difference has arisen, both parent and child have put up their defenses, and doors normally open are tightly closed. Rather than scold the children for their resistance let us explain to them why they resist and let us set up situations that will help them to gain their end, the desire to belong, in ways of lasting satisfaction.

Sometimes with a younger child a chart worked out over several weeks is effective. If the child uses self-control and displays cooperation and a sensitivity to the feelings of others, it is so registered on the daily chart. At the end of a certain time a reward is forthcoming. This is not bribery; you are teaching effort, helping him to build a worth-while habit that will gradually inhibit the old, undesirable ones.

Let us remember to respect the privacy of the adolescent and the importance of his own personal belongings. Protect him from the younger child who destroys his things. Too often we say, "Well, he's much younger than you are, and you must give in to him." This causes him to dislike his little brother intensely and to take it out on him

in other ways. The quarrels that ensue bring forth from us, in the next room, "Will you two stop arguing and fighting?" But we should have done the job on that little session several weeks, perhaps years, before.

In short, let us make a practical and positive approach that, though it often seems the long way 'round, will prove to be the short cut.

No discussion or study of this topic would be complete without inserting the reminder that a certain amount of healthy argument and fighting is necessary for the normal development of a youngster. He is not going out into a world that is all smooth and shiny. He must learn to disagree agreeably. He must learn to take it on the chin. He must learn, and from his peers, that there are certain things that people will not tolerate. These things he can learn only by actual experience.

In a junior high school near Pittsburgh, Pennsylvania, where I was spending the day on a guidance program with students, I found myself eating in the cafeteria as an honored guest, with a happy, vital, noisy group of eighth-graders. Across the aisle at a table full of eighth-grade boys, I noticed one who seemed to be made of rubber. All through the meal he jumped up and down, stretched across the table, grabbed and snatched, and was in general something of a pest. Finally, the boy next to him took the matter in hand. He rose slowly to his feet, took a large notebook, and with magnificent precision, banged the offender on the head. Then he sat down. There was nothing emotional about it. The offender quietly went on with his lunch. Thus was the whole matter taken care of. My rubbery friend could learn this only from his peers. It would have been wicked to interfere with such a vital experience.

Lest We Forget

THIS law of psychological self-preservation can spur us on to an enrichment of our lives, for the thing that makes our children fight will also make them stand up for what they believe is right. The persistent child who wants to do things in his own way may be storing up vast treasures of personal integrity—a most precious commodity in the world today. Indeed, this voice, "I want to belong," is crying among the peoples of the countries across the seas and soaring triumphantly out of the ashes of the blitz.

As we direct and guide the lives of our children, let us discipline this precious urge but never repress it, lest we foster a generation of blind followers who are at the mercy of every external circumstance. Let us recognize that in this aggressiveness there is gold but that our job is to set up the refining plant.

DOROTHY KERN HALLOWELL

MANY parents are still confused about the meaning of the intelligence quotient—the much-talked-of I.Q.—as an index of the child's mental ability. What is the actual importance of this standard? What are some of the reactions and skills that distinguish a normal child from a subnormal one? What bearing has the child's I.Q. upon his future ability and the type of guidance to be offered by parents? This article, the second in the preschool study course "Life at the Preschool Level," investigates these problems anew.

BOBBY is crawling around his pen. Sandy is waving bye-bye. Patsy is enjoying herself filling and emptying a little bucket in the sand pile.

What significance do these activities have for Bobby, for Sandy, and for Patsy? What do they tell us about how bright these children are? Psychologists who have been studying the behavior of very young children during the last twenty years can answer these questions by means of mental tests.

To help parents, doctors, and all persons responsible for the training of small children, tests have

How Bright

been developed that have proved to be remarkably reliable as a scientific means of studying early behavior. The need for such measurement became apparent when the attention of certain educators was focused on the differing requirements of two groups of school children—the slow learners and the unusually bright pupils; but until recently it has not seemed important to find out how intelligent Patsy or Bobby or Sandy may be in their early years before they enter school.

Parents who are concerned with the growth and accomplishments of their children like to know what are the important things to notice and what these things mean in relation to present training and future planning for their children. What are the things to look for in a baby's behavior? Which of his many responses portend his success in adult life?

At the Threshold of Learning

TEST scales have now been worked out for children as young as four weeks. The question may well be asked, "What kind of tests can there possibly be for a baby four weeks old?" These tests are based on careful observations of what the baby of that age is doing. As the child grows older the scales cover an ever-widening range of activities and behavior.

One of the first things that we observe in the infant is the development of body control. Each advance in this type of growth has meaning for the baby's future. Consider, for instance, head control. At four weeks the baby's head will drop back when he is pulled to a sitting position, or it will sag forward when he is supported in a sitting position. At twelve weeks progress has been made, but there will still be considerable bobbing of the head. At sixteen weeks, however, his head should be quite steady in most positions.

Other body movements supply further illustrations. Although it is rare for an eight-weeks-old



Is This *Child*?

baby to roll even to its side, this is to be expected at twelve weeks. If he cannot roll from his back to his stomach at twenty-four weeks this fact usually signifies mental or physical retardation or both. As more control is developed, complete turning over in both directions is noted, followed by rising to a sitting position, sitting alone on the floor, crawling, pulling himself to a standing position, and then the long-awaited-for accomplishment—walking alone.

It is interesting to observe how different, even in so simple a feat as learning to handle his body, a normal child is from a subnormal one. Many times a retarded child of normal weight and good physical condition will be as helpless as a doll, while a normally intelligent baby of the same age, though underweight and sickly, can be active and adept in his movements. Contrasting performances like these indicate the degree to which mental control governs physical control.

The Awakening of Power

NOT, however, until body control has definitely progressed does the baby really pay attention to objects and to his surroundings. Reaching out for a rattle or some other little toy usually occurs between the fifth and the sixth months. When reaching has become a definite accomplishment, a whole new world is waiting for the baby's investigation.

Great differences, too, are seen in the way babies go after things. There is a contrast between the intent, alert manner of the bright baby and the inert, uninterested manner of the slow one. We can note the different way babies will look at the simplest objects and at people's faces. When the child is reaching for and handling toys, we see steady and prolonged inspection as contrasted with aimless, distractible banging. Later purposeful, thoughtful play, such as putting objects in boxes, piling blocks, and pulling toys around, is typical of the brighter children. The development of motor control makes play possible, but motor growth must be paralleled by corresponding mental development.

To use another illustration, mental growth can

be seen in the diversified ways babies of different ages and babies of the same age but of different ability react even to simple toys, such as little one-inch colored cubes. At four months a baby will usually fix his eyes on a cube when it is near him, but he will not be able to do anything further about it. He can reach with his eyes before he



© H. Armstrong Roberts

can reach with his hands. Between five and six months he has developed so that he can reach out and get hold of the block. In another few weeks he inspects it more carefully. By ten months he is picking up not only one cube but several. We also notice at this stage that he is starting to use his thumb as a special part of his hand.

At twelve months the baby is putting blocks in a box, taking them out, and putting them back again. At fifteen months he can usually pile one cube on another, but not until three months later can he make a tower of three. And it will be another six months before he can pile them to a height of six or seven.

THE baby's learning to talk is of particular concern to parents. This is altogether right. Learning to use language is an essential part of becoming a social being; it is the key to later school success and adult achievement. Just as there is a steady unfolding in the motor field, there is a meaningful and gradual increase in the use of sounds, from the simplest "dada" or "mama" to nicely formed sentences. In the first half year of his life the baby begins to use his vocal apparatus, first by laughing and squealing, then by simple little syllables such as "da" and "ba." It is improbable that these sounds have much meaning to him until he is nine or ten months old. Then he can learn to respond to such requests as "wave bye-bye," and "pat-a-cake" and to stop what he is doing when "no-no" is said to him. By his first birthday we may look for one or two definite "words" that will probably not be comprehended outside the family.

From now on, month by month, new sounds are imitated and definite meaning is attached to them. From eighteen to twenty-four months words usually appear quite rapidly, in simple combinations such as "see doggie," or "bye-bye, daddy." At three years the child's vocabulary contains many words, and he speaks in well-formed sentences.

The understanding of words always precedes their use. This is an important point to keep in mind, particularly with some children who, because of infrequent contacts with older people or because of temperamental make-up, may be slow in using language. We must be careful not to underrate a baby because he is slow in talking. Although he is not speaking, a child's understanding of words may in the language field put him far ahead of another child who is of an outgoing temperament and continuously jabbering.

In the period between his first and second birthdays the average child has learned to walk, run around, climb, go up and down stairs, feed himself, talk in simple sentences, and make known his desire for food, the toilet, and toys. At no later period in the child's life will such great and important gains be made. After the age of two, language becomes more extensive and play more complicated. The child's habit training improves, so that he learns to look after himself in eating, dressing, and going to the toilet.

Perhaps one of the greatest gains after the second year is the child's social development; that is, his learning to get along with children and adults. Social development is largely dependent on training opportunities, but the child's capacity to adapt himself to social situations is also determined by his mental growth.

CHILDREN have had periodic series of tests and observations from babyhood into school life, and through the study of these progressions we have learned to understand a great deal about the meaning of a baby's behavior. The question might well be asked, "When can you tell if Bobby will be able to go to college?" or "Is a retarded child recognized at six months, at one year, or when?" In other words, it might be asked how early we can establish an I.Q., or intelligence quotient, that can be depended upon. Will our judgment of a child's "brightness" at one or two years of age be the same as at six years, at sixteen, or at twenty-six?

Answers to these questions come from the results of follow-up studies of persons of all ages. We have learned that the basic, underlying capacities of a given person change very little. Ideas change, feelings change, appearance changes. Most I.Q.'s, however, remain relatively constant, if by I.Q. we mean not the I.Q. obtained by one test given at one specific period but the I.Q. that represents complete functioning ability.

The reliable I.Q. is the intelligence measure as determined by a clinical psychologist who, before making a diagnosis, just like the physician, studies all the factors that can have produced the true picture of the child. This kind of study not only considers several test scores but interprets them in the light of mental growth, health, emotional make-up, heredity, and previous and present environment. It is important here to determine whether there are any handicaps that may affect the child adversely, such as limited vision or hearing.

When the child is very young, he has had comparatively little time to give us a picture of himself. A further problem is the absence or limitation of developed language, which makes it difficult to predict later intellectual ability. Language is the key to intellectual growth, and until spoken language appears it is not possible to judge the child's capacity to use verbal symbols.

More than any other one factor, subsequent language development has changed the diagnoses made on very young children. It has been the chief cause for underestimating superior children and has also contributed to the overestimating of dull children. If motor development is average, the tendency is to assume that language development will also be average. But this is not necessarily true. There is not always a corresponding growth in the motor and language fields, and we can look for varying capacities in the baby just as in later life we see ability taking a specific direction, such as mechanical, musical, scientific, or literary.

How to *stay alive* as long as you live

THE RAW MATERIALS OF

UNDERSTANDING

LIFE can be rich—if we know how to get the most out of it. Life can be adventurous—if we keep our senses alert to receive its manifold impressions. To retain throughout adulthood the sensitive, inquiring, appreciative approach of childhood to the world and all its wonders—surely this is greatly to be desired. The second article of the new series, "How To Stay Alive as Long as You Live," points out some of the subtle and much-neglected skills of fruitful, happy living.

BONARO W. OVERSTREET



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YOU are as young as your sense perceptions. The person who has lost all active pleasure in seeing and hearing and touching the world in which he lives has already granted to old age a major victory over the spirit of youth—and this quite regardless of how few or how many years he may have lived.

For what does it mean, psychologically, for us to come to the point where we use our senses only, as it were, to keep us from being run over when we cross the street; when we no longer use them to gather vivid new materials out of which to make new ideas, puzzlements, and appreciations?

It means that our spirits have retired from an active engagement with life and are living on their capital. They are no longer living on an earned income that is eagerly and constantly renewed.

Living on spiritual capital to which we make no new additions is, in the long run, as unsound as living on a dwindling financial capital—and, as far as personal happiness is concerned, it may be a far more serious blunder. A person who lives on his financial capital is not necessarily a bore, but a person who lives on his spiritual capital can scarcely avoid being one. Repeating his same old stories, his same old prejudices, his same old opinions—and all of them in the same old words, with never a fresh image to give them a surprising twist—he gradually becomes the sort of person whom other people try to avoid. They dodge around corners, so to speak, when they see him coming; or they invent a pressing engagement to justify their cutting short his tiresome, predictable talk. If they can in nowise escape—being cast, perhaps, in the melancholy role of relative or employee—they learn to think of something else while he talks on and on.

Due Respect for the Senses

THE plain fact is that whatever we think about, whatever we believe in, whatever we appreciate, is something that was originally introduced to



our consciousness by one or more of our five senses: sight, hearing, touch, smell, and taste. Even the most abstract ideas that we cherish—ideas that seem to us to be above physical limitations—came to us in the first place through sight or hearing. Even the creative insights that seem entirely the product of our own minds are, in the final analysis, a reordering of materials already collected through our senses into new and vivid imaginative patterns.

The whole curious confusion about the importance or unimportance of physical sensation to mental and spiritual richness has done tremendous harm. It has made us accept as natural a state of affairs in which most adults have let their sense experience become a purely routine, practical affair. It has made us accept as proper an educational system that does next to nothing to encourage children and young people toward those vivid sense experiences out of which a rich-textured appreciation of the world and of other human beings can be made. It has made us regard as somehow abnormal those few among us—poets, artists, and their fellows in sensitive perception—who have carried into adulthood an undiminished capacity for taking in new impressions and remaking these into new insights. It is almost as though we had pronounced upon ourselves, and labeled as respectable, a peculiarly melancholy doom: the doom of putting behind us, while yet

we have most of our years ahead of us, the experience of fully using our natural equipment for getting information about life.

Every normal child, of course, lives vividly in his senses—which is one chief reason why every normal child has a native charm. One winter morning, on the subway, I sat next to a woman who was holding a diminutive daughter. The child, leaning far back in her mother's arms, unintentionally laid her face against my sealskin coat. But her next act was not unintentional; she sat up, turned around, and put out an exploring finger that rubbed softly along my sleeve. Delighted at the sensation, she looked up at me. "Pretty," she said; and without more ado, while her mother and I smiled at each other above her head, she snuggled down with her cheek against the fur.

Would any one of us say that such an experience has no importance for a child? I doubt it. Most adults generously grant to children the right to see, feel, hear, taste, and smell their fascinated way toward an intimacy with their world. Most adults count it normal for a child to squat down unceremoniously to watch a beetle that is crossing his path; or to detour from that path to smell a flower; or to stop dead in his tracks to watch men loading a truck.

Nourishing the Spirit

THIS being so, why do we regard it as a mark of oddness for a grown person to retain the vividness of his senses? Do we think that a few years of life are sufficient to tell us all we shall ever want to know about this intricate world of color and form? Or is the reason, rather, that we have made our definition of the practical so narrow that it has caused us to squeeze out of our existence much that our spirits really need for their full nourishment?

Why should it—in a world where we all hunger for companionship; where we all hunger to be rated as interesting; where we all hunger to possess a secure inner sense of confident resourcefulness—be rated as impractical to keep alive those senses that can help us satisfy the basic hungers of the spirit, while it is rated as highly practical to carry on activities that put food into our physical mouths?

How have we managed so long to keep up this double standard—this habit of saying, on the one hand, that the spirit is more important than the body; and, on the other hand, that really solid, responsible grown-up people will concentrate on feeding the body and will not worry too much about getting new food for the spirit?

A Living Awareness

NOT LONG ago, I had a letter from an old lady, almost eighty years of age, who lives out in California. She wrote: "I woke up this morning when it was not yet quite five o'clock. I knew I ought to go back to sleep. But I thought to myself, 'Wouldn't it be fun to go outside, and see today before anyone else sees it?' So I put on my heavy robe and slippers and tiptoed out, with nobody the wiser—nobody, that is, except one robin that was hopping around the lawn. The sky in the east was a shining white; and all the leaves on our big walnut tree were moving in a breeze I couldn't feel at all. I stayed outside, watching the sky change, and looking at the flowers, and smelling the dawn, for half an hour or more. Then I tiptoed back inside and went to bed—and when the family got up I was still there. Nobody knows that I had a preview of this morning. But I've been going around all day feeling that I have a warm, private secret; I know what color the sky was at five-thirty, and that there was a wind in the walnut leaves. . . .

"If my daughter had guessed I was outside, she would have come hurrying with an extra wrap; she would have told me I would catch cold. But I figure that so long as I let her have the satisfaction of believing that she takes the best possible care of me, I have the right to get into my life as many moments as I can of private delight that don't disturb her because she doesn't know about them."

Reading the letter, I could practically see the little old lady who wrote it. Few people whom I have known have worked harder than this woman. Yet at almost eighty, she still twinkles at life; she still realizes that it is important to know what color the sky is at five-thirty in the morning.

This woman's daughter once made a comment to me that I recalled as I read this letter. "Sometimes I think mother is younger than any of us," she said, almost in exasperation. "I don't know how she does it. She doesn't get out anywhere much, any more; and she can't even read the way she used to. But she gets so much out of life."

In plain psychological fact, this elderly woman is younger than many people half her physical age. She is younger because she has preserved the livingness of her contact with the world. I have seen her stop in the middle of a conversation and tilt her head to listen to the far calling of a quail. I have seen her, when she used to go regularly to the Grange, notice that a certain woman was being left out of the group chattering together in the kitchen at mealtime—and manage to bring that woman in. Through years of sensitive living, she has learned to find so much of beauty and of human hunger in commonplace situations that she

does not need to pile event upon event in order to experience drama.

She is young. The simple fact is that eyes that are used for seeing keep their light; fingers that are used for touching keep their flexibility; ears that are trained to enjoy the fine gradations of sound bring constantly to the mind and spirit new materials with which they can renew their vitality.

The Recovery of Lost Ground

CAN WE renew the vitality of our dulled senses—and thereby renew the contribution of those senses to our spiritual vitality? I think we can—and here I must speak of an experience of my own.

After an operation some years ago, I was, for a number of weeks, unable to use my eyes except for the pedestrian purpose of getting around without falling over the furniture. Searching for forms of self-entertainment that would not depend upon sight, I became interested in the sense of touch. My fingertips were remarkably obtuse. They furnished a dull diet for my mind and spirit to feed upon.

Shocked to discover that part of my basic equipment for contact with the world had become so dulled by disuse, I undertook to recover the lost sensitivity of those fingertips. I was living in the country at the time; and every afternoon I would go out into the garden or the woods and, with my eyes closed, sit and study my world through my fingers; the different temperatures of stone and earth and plant; the different shapes of things; the different textures of leaves, flowers, and bark. Carrying the mood of experiment back into the house, I would stop and close my eyes, time and again, as I did my routine work, to let my fingers tell me in their own terms about blankets and flour, polished wood and painted wood, turkish towels and mixing bowls.

What I gained through those weeks of experimentation I have never lost. I discover that even when objects are beyond my reach, my fingertips can imagine the sensation of touching them—and this act of imagination adds, as it were, another dimension of delight to everyday experience.

But what importance shall we attach to such added sensitivity? We can, I think, say that the aliveness of any part of ourselves contributes to the aliveness of the whole; and where there is aliveness there is a feeling of youth.

Here, then, is one element in those vital waters that flow from the fountain of psychological youth: sense perception that is keen enough to keep renewing the raw materials out of which we shape our day-by-day reactions to life; keen enough to make our day-by-day contact with our world an active rather than a passive experience.

WHAT'S HAPPENING IN EDUCATION?



HERE are answers to two questions frequently asked by parents whose sons or daughters entered the armed forces before completing their education in high school or college. Other readers, too, will be interested in the ways in which these young people are being helped to continue their education while in service and afterward. As far as the editors know, concise information on these two questions has not yet been published in any other national or professional magazine.

My son entered the Army shortly after graduating from high school and has now had a year and a half of active service. He would like to go to college after he is discharged. Will he be entitled to aid from the government to continue his education?

YES. Under Public Law 346 of the Seventy-eighth Congress a veteran is entitled to educational aid provided that: (1) he served in active military or naval service on or after September 16, 1940, and prior to the termination of the present war; (2) he was discharged or released under conditions other than dishonorable; (3) he was not over twenty-five at the time he entered service, or, if over twenty-five, can demonstrate that his education or training was interrupted or interfered with by his service; (4) he served ninety days or more (not counting time spent in the Army Specialized Training Program in a college or university or in the Navy College Training Program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at a service academy) or was discharged or released from service because of an actual service-incurred disability; and (5) that he starts his education not later than two years after his discharge or the end of the war (whichever date is later).

Any such eligible veteran is entitled to a minimum of one year of full-time education or training in an approved educational institution. If he completes these courses satisfactorily, he is entitled to additional education or training not to exceed the length of time he spent in active service after September 16, 1940, and before the end of the present war (not including time spent in the ASTP or the Navy College Training Program),

provided that his work continues to be satisfactory. Four years of full-time education or training is the maximum period during which he is entitled to government aid.

A veteran may attend school or college part time over a longer period if he so desires. For example, two years of half-time study would be counted as the equivalent of one year of full-time study. However, no government aid will be provided for education after seven years from the end of the present war.

The veteran may select his own course at any educational or training institution that accepts him as qualified for admission, provided that the institution is on the list approved by the Veterans' Administration. The institution need not be in the state in which the veteran resides.

In the period during which the veteran is entitled to educational aid, the Veterans' Administration will pay to the institution the customary tuition and other fees and may pay for books, supplies, and such other expenses (exclusive of board, lodging and other living expenses, and travel) as are required. Such payments may not exceed \$500 for an ordinary school year.

In addition, the Veterans' Administration will pay to the veteran a subsistence allowance of fifty dollars a month if he has no dependents, or seventy-five dollars a month if he has dependents. This may be reduced if the veteran attends on a part-time basis or receives compensation for work done as a part of his training.

The veteran who wishes to continue his education should apply to the nearest office of the Veterans' Administration. Most colleges, vocational schools, and public school systems have counselors to advise veterans on their educational plans.

Now let us look at the case of your son. Let us suppose that he has been honorably discharged after two years of active service and that none of this time was spent in the Army Specialized Training Program in a college. First, he is entitled to the aid described above for one full year of college education (either two semesters and a summer session or four quarters, depending on the schedule of the college). He may attend any college in the United States that is on the approved list of the Veterans' Administration, if he can meet the entrance requirements. (The approved

IN this country it was agreed long ago that education is the people's business. But a serious part of this business, too often neglected, is knowing the facts concerning current educational trends and the practices toward which they lead. It is true that these facts are not always either immediately accessible or immediately intelligible to the layman. Here, then, lies a challenge that must be met if our system of free education is to have the desired effect. To this end a new department, "What's Happening in Education?" directed by G. L. Maxwell, Dean of Administration at the University of Denver, will appear from time to time in these pages. With the help of specialists in various fields, Dean Maxwell will offer counsel to parents on their educational problems. Readers are invited to send in questions they would like answered. Address Director, "What's Happening in Education," the *National Parent-Teacher*.

list includes practically all the established colleges and universities.) If during this first year he does satisfactory work, he will be entitled to aid for two more full years. In all, he can receive aid for six semesters and three summer sessions, or for twelve quarters—time enough for him to complete the normal four-year college course leading to the bachelor's degree.

Here is a summary of recommended policies:

All high school and college credit for military service should be based on actual educational achievement, demonstrated by performance on examinations.

Credit not to exceed a maximum of one-half year of high school or one-half semester of college should be granted to an individual who presents evidence of having completed successfully the basic training courses in the armed forces.

Competence in technical and vocational fields gained through formal training programs in the armed forces should be demonstrated through examinations. Credit for such demonstrated competence should be granted if the fields correspond to the technical and vocational subjects for which the school or college grants credit.

Competence in subjects such as mathematics, physics, or a foreign language, gained through experience in the armed forces, should be demonstrated by examinations, and appropriate credit should then be granted.

My son enlisted in the Army Air Forces two years ago, shortly after completing his third year of high school. Will it be necessary for him to return to high school for a year, or can he receive credit for the experience he has gained while in the service and go on at once to college?

THERE is no doubt that your son can receive some credit for his military experience. The amount and nature of the credit will depend on (a) the educational and training experiences that he has had while in the service and (b) the policy of the high school and college in which he wishes his credit recorded.

During this war a great deal of good work has been done to develop plans for giving sound educational credit for military experience. The American Council on Education, the National Association of Secondary School Principals, and the Armed Forces Institute have all cooperated in this enterprise. Fairly complete statements of policies have now been published by these national agencies. However, these are only recommendations. Each local school system and each college or university determines its own policies and practices.

For men in the services who completed courses in either the Army Specialized Training Program or the Navy College Training Program, credit should be determined and granted by each college or university in accordance with its usual policies.

When an individual in service satisfactorily completes a correspondence course given by a recognized college or university in cooperation with the Armed Forces Institute, credit should be granted in accordance with the policies of the college or university.

Credit should be granted, on the basis of examinations, for educational competence gained through correspondence courses offered by the Armed Forces Institute or the Marine Corps Institute, through off-duty voluntary classes and through independent study.

Men and women who had not yet graduated from high school when they left school and who have had extended postschool experience in military or civilian life should be permitted to qualify for secondary school graduation and college admission by demonstrating their competence on the General Educational Development Examination. This examination may be given either by the Armed Forces Institute or by a college or university. If admitted to college, such persons should be given the standing indicated by their scores on the examination.

I suggest that your son do four things:

1. Consult at once with the educational services officer of his military organization. This man can give him helpful information about educational opportunities in the service.

2. Write at once to the principal of his high school, telling him of his desire to go to college immediately after his discharge and asking for information and advice about completing requirements for high school graduation while in service.

3. Write at once to the admissions officer of the college he wishes to attend, asking for similar information and advice.

4. About three months before the probable date of his discharge, secure a form called "Request for Report of Educational Achievement." His educational services officer can probably supply this form. If not, your son can get the form by writing to the U.S. Armed Forces Institute, Madison 3, Wisconsin. He should then fill out the form, return it to the Armed Forces Institute, and request that the completed report be sent to the educational institution from which he desires credit.

All that has been written above applies also to women serving in the armed forces.

COMMON SENSE AND THE *TEEN-* *AGE* EARNER

HELENDEEN H. DODDERIDGE

SCHOOL starts next week, Bob, so I think you should stop working and take a few days' vacation before you take up your studies again." Mr. Brown put down his paper and looked at his son across the table.

"But Dad, I'm not going back to school this fall. This is the first time I've had a chance to earn real money, so I'm sticking with it. I've learned this summer that it isn't the fellow with the degree who earns the big wages. Take yourself, for instance. I don't want to hurt your feelings, but—well, I'm making nearly as much as you are after all your years in business."

"Yes, but you're spending nearly as much on yourself as I spend to provide a home for you and your sisters!"

How many families in America have had such discussions this fall? How many parents have won out in the argument? How many of them have had to threaten and bribe children to go back to school? How many people have taught their children that there is more to living than acquiring

material things, have helped them to lay the foundation for intelligent management of personal finances and resources through a wiser use of their earnings?

How many parents and teachers have impressed on young people their obligations to a democratic society in return for the rights and freedoms it offers? Not the least of these obligations lies in the fact that through education they prepare themselves for the responsibilities of citizenship. It is immensely important that they understand the many problems facing our nation today and realize that what happens to the earnings of every individual affects the entire national economy.

True, American boys and girls have been urged to take war jobs. They may have to keep on with part-time and, in some cases, full-time employment if we are to continue producing essential war materials. But some attempt must be made to see that they proceed with their education in either day or night schools so that they may be well prepared for jobs in a world of competitive employment.

What a contribution to the financing of the war effort might have been made by the five million boys and girls in America who are employed at hourly wages ranging from thirty cents to a dollar—if only half of their earnings had been invested in war bonds! It has been estimated that this sum would have reached the half-million-dol-



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lar mark for the vacation months. That would have ensured more college educations, higher living standards for the family, and more security for the time when jobs will not be available to the unskilled, untrained boy or girl.

An Opportunity Lost

BOYS who until last summer had never earned more than three dollars a week working in the corner grocery store, mowing neighborhood lawns, or doing some minor job at the local amusement park, have found themselves almost overnight in war jobs paying them wages comparable with the salaries earned by their fathers.

Fifteen- and sixteen-year-old girls have more money in their pocketbooks to use for nonessential items than their mothers have to pay the grocery bill and meet other household expenses. The gadgets on the market today have been made to appear more alluring than ever because the more durable items are absent. As a result the bulk of these earnings goes for things that can satisfy only temporarily the buying urge of youngsters unaccustomed to making sizable sums.

The story is told of one lad whose accumulated earnings were spent for a motor scooter at the exorbitant price of \$400. He sold it back to the original owner for \$150 in less than a month. The \$150 probably went for something equally unsatisfactory, and the owner of the vehicle has undoubtedly made a small fortune by trading with just such untrained teen-age purchasers.

What real benefits these youthful wage-earners will receive will depend largely on their previous training in money management and on the attitudes of their parents. The parent who allows his boy or girl to spend money indiscriminately, to shirk his responsibility as a contributing member to the family's everyday living, to disregard the duty of investing a share of his earnings in war bonds, will be responsible for the reckless spending habits that boy or girl will want to carry on into the world of tomorrow—a world in which incomes may be drastically cut.

Train Them in Time

FORTUNATE is the child whose parents recognize the home as the most important single influence in the development of good consumer attitudes and habits. The school also has an obligation, since there too children are cultivating these attitudes and habits; acquiring skills and

THERE is scarcely a bigger youth problem before the public today than that of teaching young people how to handle money. The implications of this problem reach in every direction. Parents and teachers cannot awake too soon to the opportunity the times offer for basic training in finance, because a sound combination of earning and education is every young person's right. In this searching article the main line of procedure is plainly marked.

information; participating in activities with children of all races and income levels—practicing democracy in a small but tremendously important way by learning the problems of all groups.

Wise parents and teachers will recognize that new problems of discipline and guidance accompany this jingle of real money in the pockets of youth. If a child is qualified to earn money, he should be qualified to learn how to get a reasonable amount of personal satisfaction from his income and how to recognize the things that give him real satisfaction. The wise parent will call for an accounting of this new wealth. He may encounter



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objection and even defiance, as one father recently did when he inquired "What are you doing with your money?" The reply was "I earn my money and I guess I can do what I please with it." Fortunately for that particular youth and the family his father insisted that a weekly accounting should be made and laid down a few "musts" in the way of paying board, purchasing clothing, paying cleaning bills, buying gasoline for the occasional use of the family car, and saving a certain amount for war bonds out of each pay check.

A few very farsseeing parents have discussed frankly the family income and outgo with their children, and the results usually have been most satisfactory. One father and mother who have made a point of showing their children how rising prices have eaten into the family savings and how a continuation of this drain upon the family income would make it imperative to live on a reduced scale. Their two young wage-earners have come to realize that their wages could no longer be considered pin money for whims and fancies; they have seen that they could make a worth-while contribution to the family's welfare. In so doing they have found great satisfaction, a new interest in improving the appearance of the home, and a deeper understanding of their parents.

Not enough parents actually plan their spending. Consequently, too few of today's working youth have had good examples of thrift or good guidance in money management. Today is the time to plan for this guidance if the youth of our nation is to be saved some hard bumps in the future. Today's child delinquency problem has been difficult to cope with, but imagine tomorrow's problem—with youth, deprived of its fifty-dollar-a-week earnings, attempting to adjust to a weekly allowance of two dollars and a half for lunches, carfare, and amusements.

To Learn or To Earn?

THE question of whether a young person shall continue to work full time or go back to school at least part of the time is one that calls for reasoning, not force. His whole future course will depend on his acceptance of loss of income and economic independence and his realization that he must return to school for instruction and guidance. The discussion of the problem must give full consideration to the pros and cons of the special case. If the family income is such that the young person's possible contribution is not needed and if he is mentally equipped to improve himself for greater earning power, it will be much easier to persuade him to return to school.

If his financial contribution, even though it may be small in comparison with his earnings, is im-

portant to the welfare of the family, arrangements for part-time employment should be made, whenever possible, in some job that will help him to fit himself for the specific type of work he hopes to make his life career.

Youth's Experience May Help

NOW that he has actually earned money he may be in a much more receptive mood for advice on budgeting; for experience is a valuable teacher. The sports coat that cost him twenty-five dollars and was seen to be woefully lacking in quality after the first trip to the cleaner; the high-priced tennis racket that looked fine but failed to hold up in the game; the coveted watch that was a "watch in case only"—these may have provided valuable, if expensive, lessons in buying. He cannot be regarded in the same light as the dependent child he was before he earned real money. Most of us have pet extravagances and pet economies; he must be allowed to have these also.

One logical argument the parent may expect is that it is patriotic to work during wartime. There will, no doubt, be cases in which this statement rings true and in which the youth in late adolescence may be essential in his job. If this youth can be encouraged to take advantage of some of the night or day courses that are offered for self-improvement, he will at least continue his interest in education. Another fact that should not be overlooked is that it is also patriotic for the young people of the nation to equip themselves for citizenship and its obligations and responsibilities.

Finally, the decision about going back to school or continuing to earn good money must not be considered solely the young person's problem. He must be shown that his preparation for the future is important to the family as a whole—and to society as a whole. It should be pointed out to him that at the end of the war millions of men will be returning who will have job preferences and that this is as it should be. These men have been denied an opportunity to choose the kind of work they desired during the years of their war service, and most of them have been receiving pay far below the scale they might have been paid on production jobs at home. Many of them are highly skilled or have had specialized training. The only way in which today's youth can compete for future jobs is to increase its knowledge and skills.

Young people must be shown that today offers a golden opportunity for self-improvement and that they should grasp it. They should also be assured that the nation as a whole is appreciative of the job they have done in stepping into the production picture, and that there is still a place for them in the labor picture until the war is won.



Notes from the

NEWSFRONT

Disqualified.—In some states there are laws under which persons guilty of certain offenses are not allowed to vote. Perjury in Connecticut, bigamy in Mississippi, dueling in Virginia, polygamy in Idaho, and betting on elections in Florida will all disfranchise the offender.

The Wartime Way.—There are now some 6,000 community canneries in the United States, in which about 150,000 women are doing their canning and preserving this year.

Australian Brides.—Now that numbers of Australian girls are coming to the United States as wives of American servicemen, it is interesting to know that character references, a doctor's certificate, and a letter from her parents were required of each one. The American serviceman, on his part, had to obtain a recommendation from his commanding officer and a certificate attesting that he was a single man. All these requirements having been satisfied, the couple then waited six months before they were allowed to marry.

What, No Helicopters?—The postwar "pipe dream" of a helicopter for every household has been declared fallacious. Most helicopters, it is said, require the coordination of several controls and are very much more difficult to fly than are regular airplanes. An experienced professional pilot is needed to insure safety and efficiency. Controls simple enough for general use may take a number of years to reach the market.

The Seeing Eye.—Of every 1,000 blind adults in America, fewer than ten use a dog of any kind as a guide. The marvelously trained Seeing Eye dogs are unavailable to most of those who need them, because of the necessarily high cost. It is said, however, that there is a fair proportion of the blind population to which the dog as a guide makes no particular appeal. Seeing Eye dogs, fully trained, will be given by the government without charge to blinded veterans who request them.

Domestic Statistics.—If you are an average American housewife, you wash more than six tons of dishes every year of your life. . . . The U.S. Census Bureau expects a decline in population within the next fifty years, in spite of the wartime boom in babies. . . . One American family in every three now has a yearly income of more than \$3,000. . . . Women dispense at least 80 per cent of this. . . . Three thousand miles a year is the distance that same average housewife walks within the walls of her very own home. . . . There is a landlord in Ohio who rewards his tenant families with war bonds when babies are born to them. However, there are limits, and Lloyds of London have insured him against quintuplets!

Shop Early.—The time has come to shop for all overseas servicemen. Mailing period is from September 15 to

October 15. It is believed that the favorite gift, by all odds, will be the packet of snapshots of loved ones at home—and don't forget the dog! Many a war worker will testify that soldiers talk as much of missing their dogs as of missing their friends. WAC's overseas especially want unpopped popcorn.

Reassurance.—The Office of Price Administration has found it necessary to announce that lost ration books need not be advertised before a replacement is applied for. There seems to have been a widespread idea that no new book would be supplied unless the loser had resorted to the "lost and found" columns before applying to the ration board. This is entirely unnecessary.

Postwar Insurance.—Up to now, most travel accident insurance policies have contained clauses stipulating that benefits do not apply to accidental death or injury in travel by air. After the war, however, this restriction will be removed by most companies. A survey of the Institute of Life Insurance resulted in the conclusion that "the air traveler is rapidly becoming accepted as no different from the traveler in any other type of carrier."

Vitamins Have Their Limitations.—The American public is being warned on all sides nowadays not to put too much unquestioning faith in commercially advertised vitamins. Dr. Anton J. Carlson of the University of Chicago has recently expressed himself on this topic. "Not 5 per cent of the ills of Americans can be cured by vitamins," he said. "Vitamins are not wonder pills that will put a spring in every step and a sparkle in every eye—although the manufacturers' claims, in many cases, might lead one to think so."

Absent-Minded.—A dreamy young lady of the South brought her knitting, a sweater for a soldier overseas, to the luncheon table. Later she discovered that she had knitted several strands of spaghetti into it.

Five-Star Idea.—One of the nation's most prominent religious publications has come forward with the sterling suggestion that every Christmas package sent to a man or woman overseas contain at least one small gift for a foreign child. This idea should speak straight to the heart of every parent-teacher member in America. What better expression of the true Christmas spirit than to offer our servicemen and servicewomen the joy of brightening the day for some war-bewildered child? Many of those in the service have no opportunity to buy such little gifts, however much they would like to do so. Many of them will take greater pleasure in this than in the gifts they receive for their own use. Let's promote this idea now, during the overseas Christmas shopping period. If each of us tells three neighbors, there will be just three more happy youngsters somewhere "over there" on Christmas morning.

What Is a School?



stood quiet in the early light. There were no children playing in the schoolyard. Circling around behind the building we came upon a number of cars parked near what was plainly a new addition to the school—a small brick ell, almost factory-like in its simplicity.

Holding the screen door open to welcome us was an attractive home economics teacher in a fresh white work dress. Entering, we saw a modern school community cannery with its long cleaning tables, washing tubs, scalding baths, and retorts. A short, stoutish man in blue slacks and jumper skillfully swung a cage of bright tin cans into a steaming retort. That was the assistant principal, the home economics teacher told us. Two farm women were shucking sweet corn at one table. The town

mayor was perched on a high stool peeling tomatoes as he discussed with the vocational agriculture teacher the qualities of a new insecticide.

No one was giving a lecture. The only children in sight were a few boys and girls who were helping their parents prepare vegetables for canning. Yet this addition was part of the school. Teachers and school officers were in charge. The board of education had spent \$3,500 to erect that addition.

No Ivory Towers These

TODAY more than 3,300 rural high schools have such community canning departments. In Georgia most school boards now require that candidates for teaching positions in agriculture and home economics know how to operate a school community cannery and give the necessary instruction.

"School was never like this!" you would say if you visited many rural schools today—especially schools in the South where startling innovations are appearing.

In addition to the usual classrooms, auditoriums, and playing fields, here are some of the services you can often find in a modern Southern consolidated rural school:

A farm shop to which farmers can bring their

WHAT is a school?

On the face of it that seems a silly question.

A school! Everyone knows what a school is.

A school is a place where Mary sits in a large room with thirty-two other children and a teacher. It is a red brick building that has a number of large rooms, each with its bank of windows, rows of seats, blackboard, and brightly colored clippings from magazines. And then there is a playground, of course. That's a school.

A high school is somewhat different, though. And what about a dancing school? What about the cooking school run by the local radio station? What about evening schools?

Perhaps the answer to "What is a school?" is not so simple, after all. In fact, there are trends today that may require all of us to revise, to expand, to alter sharply our ideas not only of what a school is but of what it shall be.

One morning recently I visited a school in a small rural Virginia community. Because it was vacation time the spreading one-story building

WILLIAM DOW BOUTWELL

equipment for repair. They make their own repairs, guided by the vocational teacher, using tools and machines they cannot afford to buy.

School community canneries, complete with steam boilers. These canneries cut home canning time by a third.

A dehydrator for fruits.

An abattoir in which a farmer can slaughter a hog and cut it up.

Freezing lockers where he can keep meat and vegetables until they are needed.

A smokehouse for curing meats.

A gristmill where a farmer can grind feed.

Some schools provide fifteen or more community services of this kind, and always the agriculture or home economics teacher is on hand to show the easier and better way of doing the job.

In Massachusetts the legislature recently requested vocational teachers to give instruction to adults in the various handicrafts: rug hooking, weaving, woodcarving, and so on. Massachusetts was simply catching up with New Hampshire, where school services were expanded a few years ago to include instruction in the design, manufacture, and marketing of handicraft work.

On the campus of the University of Minnesota not long ago I attended a conference in a so-called school building exclusively reserved for Minnesota citizens who want short courses or institutes. Doctors come for one- or two-week courses. Or sometimes only for two days. Welfare workers, nurses, P.T.A. members—any Minnesota group—can have the use of this fine building for a small fee. There are seventy-five sleeping rooms that are rented for \$1.25 a night and a most excellent and attractive cafeteria.

In Baltimore just before the war the school board decided to conduct high school shop classes in the evenings, for boys and their fathers. Much to their surprise more than seven hundred came and kept coming.

Sometimes a redefinition of the word school does not come so easily. In one great city a parent-teacher association became worried about the children's piling into the movie theaters on Saturday afternoon. Even the manager of the neighborhood motion picture house didn't want them; their exuberance disturbed his other customers. So the P.T.A. proposed to the school principal that the school offer its own entertainment on Saturday afternoons—entertainment by and for children. The P.T.A. staged a few programs to show

how it could be done, and the response was overwhelming.

But the principal had her own ideas of what a school should be. She had acquired her definition of it quite a long time ago, and her instruction at teachers' college had never included Saturday afternoon entertainments. In fact, it hadn't included the P.T.A. either, so she wasn't quite sure that the P.T.A. should be admitted to the school. Being a strong-minded person she found a way to stop the Saturday afternoon alternatives to neighborhood movies. She also blocked the introduction of a P.T.A. community orchestra. They just weren't in her definition of the word school.

A Practical Definition

I CITE these various examples to show, first, that the definition of *school* in this country is undergoing revolutionary changes. President Hutchins, if he really knew what was going on, would be shocked down to his academic shoes.

Second, I want to show that it is important for us to agree on what we mean by a school. The definition will change from community to community, as it should, but everyone—parents, teachers, board members—must be prepared for a much more flexible concept of the word.

We are a very practical people. We are always asking, "Will it work?" "What good will it do?" "Will it help make life any easier or more enjoyable?" If it is easier to can tomatoes in a school community cannery than to clutter up a kitchen, then we are likely to ask for a school community cannery. If we want to hook better rugs, we make no bones about asking teachers to show us how.

So as you look at your school you will do well to redefine the word in terms of what you want from it after the war. And you will do well to urge the board of education, the school officials, and the teachers to begin to think of the school as they do in one city I know of. Here the board has a standing offer to teach anyone anything within reason. The board simply asks that a minimum of five persons express a desire for a course. Many citizens, this school system found, wanted to learn how to make flies for fishing. So a course in fly-tying was organized, and it is still one of the most popular adult education courses.

What is a school? A school is—or should be—a place where anyone can come to learn what he needs to know in order to be able to do what he wants to do.

Consider your community needs. Consider your own wants and desires. Then ask how your school can meet those needs and desires. Let the educational program that develops in answer to those needs and desires be your definition of a school.



NPT Quiz Program

Coming to You over Station HOME

Through the facilities of the National Parent-Teacher

• I am afraid my daughter, aged fifteen, is showing signs of snobbishness. She seems to choose most of her friends at school on the basis of the fact that they have a great deal more money than we have. But when I tell June we can't keep up with them she just laughs.

AREN'T you going a bit too far when you suspect June of snobbishness on such inadequate grounds? It may easily be that in her particular school the girls whose parents are well supplied with the world's goods are the most engaging girls—the gayest, the friendliest, the most fun to be with. It happens not infrequently that a charming and unaffected girl whose parents “have money” meets with painful rebuffs when she tries to make friends with girls who feel they cannot keep up with her. This rigid distinction between the moneyed and those who live frugally is in itself a form of snobbishness, and it is by no means always the attitude of those who have money.

June seems to be a frank, friendly, normal girl who makes no distinctions either way. You say “most of her friends” are well to do, which implies, certainly, that all of them are not. Maybe, too, she hasn't altogether done the choosing. Maybe they have chosen her. Probably they know all about her background and her financial limitations and yet are only too glad to have her companionship. If so, why should they not be friends?

OF COURSE, any tendency on June's part to give a false impression of herself and her family should be immediately discouraged. Let her invite her friends—all of them, rich and poor alike—to simple parties in your own home, and see for yourself what the situation actually is. The general tone of your letter implies that June seems to have no anxiety about keeping up with her friends. This probably means that she is level-headed enough to see that keeping up, financially speaking, is of no real importance. As long as she keeps up in the matter of graciousness, dependability, sincerity, and all the other qualities that go to make up genuine friendship, there is nothing for either you or June to worry about.

• Several months ago the people next door sold their house to a family whose youngest son is about the same age as my son, who is seven. Until this family moved into our neighborhood there was no question of racial or religious discrimination. Now, because our religious faith differs from that of our next door neighbor, their youngster has begun to plague my little boy, calling him all sorts of names and making life miserable for him. On a number of occasions my son has come to me weeping bitterly over some abuse. He is too young to reason with, and I feel utterly incapable of handling the situation.

UNFORTUNATELY, even if your child were older, it would be a difficult matter to explain to him rationally that because his parents belong to a certain faith, he must expect to be taunted and discriminated against. This is a problem thousands of adults face daily, and although they may make some peace with their minds, they never quite achieve complete emotional tranquillity. And perhaps it is better so. When the emotions become so dulled that injustice is taken for granted—when those who are discriminated against and those who suffer when others are embarrassed are no longer stirred with indignation, anger, and a desire to strike back at intolerance—there will be little chance for this ancient hurt to be healed.

But concerning your particular problem, have you made any attempt to call on your neighbors and explain to them the effect of their youngster's taunts on your own child? If they are intelligent Americans, they will surely want to do everything within their power to alter the situation. Though youngsters acquire most of their ideas and attitudes at home, it may be that in this case the young culprit has taken his cue from someone at school or quite likely from children in the neighborhood where he formerly lived.

Should you find your neighbors in agreement with their youngster, or should they try to placate you with mild protests that prove meaningless, make an appointment to see the teacher or the principal of the school the children attend. Perhaps a leading clergyman in your community may also be able to help. You will find that straight-thinking men and women of all faiths are at one in their desire to stamp out religious persecution

and to build in the oncoming generation a high sense of social morality and responsibility.

THESE are some of the things you can do outside your home. Inside, you have another task. No child should be allowed to grow up in a religious vacuum. It is conceded that certain fundamental tenets are beyond a child's understanding and reasoning power. Nevertheless it is not too early to explain to your child as simply as possible that all good people—whether they are Catholics, Jews, or Protestants—believe in a God who wants no evil and no violence in this world and who did not create people to hate each other. Some persons, you may point out to him, are stronger than others, smarter than others, more understanding than others, and these must at times make allowance for the weaknesses of others.

This is not to say that you ought not to teach your child to defend himself with his fists as well as with his brains. It is to underscore the fact that patience, tolerance in the best sense of the word, compassion, and the priceless gift of human sympathy can and should be made known to the young. Men and women who learn these lessons in their early childhood are indeed blessed. They are better prepared to live in our imperfect world and to strive with ardent hope and sacrificial strength to make it the better world that will draw all mankind into harmony and brotherhood.

• My family and friends all say I spend too much on my children. They think I ought to save for my own old age. But my boy and girl are in high school, and they can't help wanting what others have. They can pay me back by taking care of me later, if I need it. I don't want them to feel that they can't keep up with the best.

CERTAINLY you don't. But who are "the best"? The ones who spend the most money, wear the newest clothes, drive the speediest cars, travel the fastest pace?

The desire to do everything you can for your children is natural and right. But everything done for any child should be done to help him grow

into a more satisfactory adult—unselfish, cooperative, helpful, able to distinguish between true and false values. A policy of doing everything for the children can bring disaster if the wrong things are done.

Your friends and relatives advise you rightly as far as your own future is concerned. No doubt your boy and girl would be glad to pay you back later—but how do you know they'll be able to? Circumstances are sometimes quite unpredictable, and it's the merest common sense to take care of your future economic security if you can. We must all grow old, but old age needn't be a burden either to ourselves or to others if we take steps in time to prevent it.

Sometimes, of course, this isn't possible. Sometimes it literally takes every cent a parent has to bring the children up decently and get them through school. Your question, however, indicates that you have some freedom of choice.

GIVE your children, by all means, everything you can manage that will really add to their happiness and build up their feelings of adequacy. No sacrifice is too great to give children an education; especially is this true for those children of exceptional talent whose brains and abilities the world sorely needs. Many a child has been educated at a tremendous sacrifice to his family—that is, a sacrifice from the point of view of well-wishing neighbors and relatives. In nine cases out of ten, the child has amply repaid his parents—if not in monetary compensation, then in the pride and satisfaction they take in his accomplishments.

No, indeed, investing in a child's education is the best and safest kind of investment there is. Nevertheless it is well to keep a sound sense of proportion and secure your own future if you can do so without depriving your children of the things they need. And your children will thank you for it in the future. There will be a much happier relationship between parents and grown-up children with families of their own if the parents are economically independent.

TRUTH AND ILLUSION

There are mortgages on every castle in the air.—ANONYMOUS

Facts do not cease to exist because they are ignored.—ALDOUS HUXLEY

Facts that are not frankly faced have a habit of stabbing us in the back.—HAROLD BOWDEN

Men are apt to prefer a prosperous error to an unpopular truth.—JEREMY TAYLOR



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HELP YOURSELF TO *FULFILLMENT*

LOUISA RANDALL CHURCH

TAKE care of yourself, Mom. Don't worry about me. I'll be all right as long as I can be sure you are." My soldier son took both my hands in his and looked long and steadily into my eyes. Then, abruptly alert, he turned and hurried away to his barracks.

Those parting words rang in my ears all during the long, lonesome ride home. The boy's simple, earnest plea answered the question that had distracted me for days: How could I ever manage to endure the strain and anxiety that lay ahead? Yes, that plea was a challenge. Taking care of my health for his sake would be a sacred trust. Since the burden of safeguarding the home, the family, and all that fighting men hold dear rests largely upon their shoulders, mothers everywhere are accepting that same challenge.

According to statistics, the average age of the mothers of sons in the service is fifty. Barring accident, acute illness, or wasteful expenditure of energy, such women, insurance companies state, may expect to live another twenty years. Accidents can be prevented. Untimely catastrophes

caused by neglect have no place on the home front. Most acute illnesses can be prevented by periodic physical examinations. Especially at middle age, when most of the degenerative diseases appear, regular visits to the doctor are imperative.

I recall the words of the psychiatrist who spoke at one of our P.T.A. meetings. Strong, healthy women, he told us, are able to withstand the strain and horrors of war. Those who crack are the victims of some wasteful expenditure of energy.

Today doctors know that unwholesome mental or emotional states can exert a strong influence on normal bodily functions. My own doctor freely admits that many of the women who fill his waiting room are not physically ill. They're bored. And boredom can cause most of the symptoms of which they complain: chronic fatigue, fear, restlessness, irritability, and mental depression. Such women are sensitive and unhappy, growing old long before their time.

The woman who is bogged down in a rut of household drudgery can be just as bored as the woman who has too much aimless leisure. Neither

THE problem of the mother whose sons and daughters have gone to war is a deeply personal one and must be met in a deeply personal way. How to readjust one's daily living to the new situation and at the same time provide a fruitfully creative life for oneself and satisfying example of steadfastness to one's community—this is the double question that confronts such women today. In this article, written by one of them, the challenge is met both honestly and fully.

has learned to build her life around a sensible program of work, rest, and play. Neither has learned the importance of some outside interest, in devotion to which she can forget herself.

The Initial Adjustment

ADJUSTING one's program of daily living to include such an interest, especially in wartime, involves wise planning.

A good system to follow is this: Divide your duties into two groups—those that must be done and those that may be done. You will then have time for much that you'd like to do. Such a plan will prove a long-term investment in health, not only allowing you more time for the cultivation of your talents or capabilities but freeing you from all harmful, enervating emotional conflicts.

"But it's too late to learn new skills at my time of life. Why, I'm fifty years old," you say.

You're wrong. Psychologists tell us that although we learn a little more slowly in middle age this slowness is compensated by our desire to learn and also by the fact that we actually use what we learn. Then, too, since time began most women have been running a little world called home. The common sense, courage, initiative, love, and sense of justice gained from years of successful homemaking are qualities that can quickly and easily be diverted into new channels.

Those of you with a college background have added equipment for specialization in many phases of the war effort. Don't allow your talents to lie dormant. Don't waste them on minor details. Enlarge your horizon—strengthen your roots.

Take note of the women in your own neighborhood—the busy mother next door who somehow finds time to direct the community playground, the grandmother who makes doughnuts for the USO, the homemaker who spends each morning at the canning center. Observe the women serving in the Red Cross Motor Corps. Go just once to your nearest hospital out-patient department and watch

them in action. Dollars to doughnuts you won't find an ailing woman among the lot!

Every one of those women, at one time or another, made an initial start. You can do the same. Make a study of your aptitudes and long-cherished ambitions. Perhaps you're a born organizer or have a flair for leadership. Yours may be that rare gift of caring deeply about the rights of the unfortunate. Or is yours the gift of tact, the ability to get along with others? Dig up that secret desire to write, to speak, to become a Girl Scout leader. Brush up on the subject you majored in at college. Whatever your special talent is or your special training has been, there's a place somewhere in your community where it can be used.

A woman's biggest job right now is self-education. More and more women will be needed in the lawmaking bodies of the country—in state assem-



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blies and in Congress. It is they who must champion the needs of education and the rights of children, the infirm, and the handicapped. Women have the capacity, if they will use it, to make our ideals of liberty and social equality an actuality.

Learning To Live Over

WOMEN are needed for work in their own communities. Look into the eyes of the young people who have been deprived of normal human companionship in these last tragic years. Can't you help to change their perplexity, confusion, and often despair into something wholesome and purposeful? How about planning some community project to bring your boys and girls into civic

partnership with you? At a time when there is a serious shortage of manpower to lead community programs, we should draw upon the reservoir of energy and intelligence afforded by our teen-age boys and girls. The U.S. Office of Education has prepared a series of leaflets outlining such a program for wartime. Talk with directors of youth organizations or your school superintendent.

Your influence is needed to uphold educational standards, which, a recent survey reveals, are in grave danger of sinking to the low levels of the last war. The rise in juvenile delinquency, we are told, is a direct outgrowth of the school systems' deterioration. Now is the time to examine your own school setup. By what method are your teachers chosen? Are they appointed solely for their ability to teach and paid enough to keep them from seeking positions elsewhere? Or are they sometimes hired because of political affiliations?

Are your school buildings used for adult education programs, for community recreational and cultural projects?

Soon you will be needed by the servicemen returning from the battle fronts. To outwit her feelings of loneliness and anxiety a woman in Medford, Massachusetts, founded the United War Mothers of America, an organization designed to help returning servicemen get back on their civilian feet. "The idea originated the night the destroyer *Truxton* went down last March," this woman said. "My son was at sea at the time, and I was afraid every minute that his name would be among the missing. I couldn't wait around in suspense; I had to do something. So I went to the Chelsea Naval Hospital to cheer the boys there. We found they needed something no hospital routine could provide—comradeship from someone who understood them as their mothers did. We are determined that our boys and girls in the armed forces will not be brushed aside when they come back. We shall give comfort to those who return dispirited, those for whom a hospital ward will be 'home' for a long time."

What's Your Special Interest?

MANY middle-aged women will be found unfit for vital war work in factories. Moreover, circumstances will prevent many from engaging in outside work of any kind. Though many women are temperamentally unfitted for activities outside their homes, they still have a need for self-expression. Only through the channels of creative work can they find relaxation.

An ex-newspaperwoman I know has turned her writing knack to good account in behalf of the twenty servicemen from her village—men stationed in far-off posts all over the world. She

writes a letter packed with local news items every two weeks, mimeographs it, and sends the copies to "her boys." In using her leisure hours to build morale in others, this woman has done something of equal importance for herself.

Public speaking is another powerful creative interest. In women's clubs and on the radio opportunities for the gifted woman speaker are unlimited. One of my friends is a successful radio commentator. Middle-aged and a grandmother, she is still alert, vivacious, and attractive. Yet I remember how depressed she was when the last of her children married and moved away.

Since satisfactory human relationships are as necessary to the emotional health of the individual as they are to the nations of the world, women must realize the importance of cultivating friendships. Not the smug friendships formed in social cliques or solely in groups of one's "own kind." Today we have need for a broader interpretation of friendship.

Getting Outside Yourself

IT TAKES creative effort to interest oneself in the needs of others—to share in their misfortunes and rejoice in their successes. The woman with few friendships lives in a restricted atmosphere that breeds introspection and thoughts of self—attitudes dangerous to health and morale.

If you would have rich emotional satisfactions, if you long to be of service to your country, join a club, the P.T.A., or a church group. Go to town meetings and speak out if you wish. Get into active work on committees. Make your membership count for something constructive. If you've an idea, put it into action. Organize other women. Get them to work too.

All forms of healthful recreation are *musts* for the busy wartime mother. Any hobby that involves looking forward to tomorrow is a wholesome one. Such is flower gardening, indoors and out. Tomorrow that tiny seedling will be a blooming plant. Tomorrow that slip of ivy will become a graceful festoon across a window frame.

Whether it's a community improvement project, recruiting blood donors, or telling stories to neighborhood children, you'll be a better person for doing it. And, best of all, you will have kept faith with that boy to whom you are the significance and purpose of all that he is fighting for. When he returns, see that he finds you young and attractive—laughter in your eyes, your shoulders straight, and your footsteps firm and sure.

If, however, fate decrees that you must bear tragic loss, your deep absorption in something outside yourself will have saved you from what might have been forever unhealed scars.

Changes in BABY CARE

MARION F. McDOWELL

ABOUT fifty years ago a long, lean, twelve-year-old girl lay on the floor in her mother's bedroom kicking the low wooden cradle that sheltered her baby sister. She was "putting the baby to sleep." Her kicks were mild, but her feelings were bitter. She resented this new addition to the family. Six children were enough. She was weary of babies. Their demands were irksome, their odor of sour milk offensive, their colicky wails heart-breaking. As yet the older sister little realized what a contribution to their family life that baby sister was going to make. Life lay ahead for both of them.

Today it is a rare twelve-year-old who can boast of six brothers and sisters. The size of families has changed. Practically all the walnut cradles that have not found their way to antique shops have been broken, thrown away, or converted to other uses. Babies no longer smell sour, and few suffer from colic. Older sisters are more likely to be proud and boastful about the family's new baby than resentful and resistant. To be entrusted with the care of an infant is usually considered an honor and a privilege. It may lead to the distinc-



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tion of becoming a "child care aide" and having a certificate. The modern "baby-sitter" may pretend to belittle her job, but as a rule she likes it.

For the mother of the baby in the walnut cradle, feeding the child was no problem. Practically all mothers nursed their babies, the frequency of nursing depending mainly on mother's good nature and baby's insistence. Schedules were nonexistent.

Changes in Feeding

DURING the years that followed, artificial feeding became more and more common and more and more successful from the nutritional point of view. More recently, however, another change has begun to take place; psychologically, bottle feeding seems less and less satisfactory. Scientific studies show that breast feeding, when it can be easy and natural, provides not only physical but emotional benefits for both mother and child. So today we find this change taking place. The pendulum is swinging back to nature's own way of breast feeding as fast as the progressive physician, nurse, pediatrician, and psychologist can undo the custom of the formula and the bottle.

Since breast feeding is not possible for all women, a mother who must rely upon artificial feeding can, at least, hold the baby while he has his bottle; she can also cultivate the art of relaxation. A tense and anxious mother cannot provide the best of care.

THE care of babies, like many other things in the modern world, isn't what it used to be. Times and ideas shift and change; studies and experiments bring forth new conclusions. The past two decades have been fruitful of knowledge about infants and their needs. Some of the more significant advances are here presented in such a way as to bring them clearly into focus and make them memorable. The parents of Everybaby need this sound and sensible information.

We know now that a baby's first experiences with feeding affect his well-being in more ways than ever were imagined. Who would suspect that vigorous sucking, for instance, may benefit a child's breathing, his looks, his mental growth, and even his feeling about his own abilities and about the world he has come to live in? If you want to know more about these ideas and the studies behind them, read Dr. Margaret Ribble's little book, *The Rights of Infants*. Read also *Babies Are Human Beings* by Charles and Margaret Aldrich.

Another important change in baby care has to do with the feeding schedule. Many pediatricians are recommending close observation of the individual child, so that the schedule can be adapted to the baby's own hunger rhythms. This is a radical change, for it means reduction of adult pressure. It implies respect for the baby as an individual. This change in thinking is evident in the revision of the famous bulletin *Infant Care* issued by the Children's Bureau of the Department of Labor. The new edition stresses the baby's right to a schedule that fits him.

Changes in Training

ANOTHER aspect of baby care in which a change in thinking has taken place is toilet training. Fifty years ago this was no special problem. But during the past fifteen years early training for control became a fetish. Mothers felt that the habit must be established early or they would be disgraced.

Careful investigation of children's behavior problems now seems to show serious dangers in too early and too strenuous toilet training. It seems to have much to do with developing "problem" children and also problems for adults. Consequently a change is taking place. Both for bowel control and bladder control, training is begun much later than formerly. Mothers wait until the child can walk easily and talk a little. Responsibility now remains longer with the adults who take care of the child, for we know that learning to be clean is a difficult and complex problem for a baby, and that it is a mistake to force a skill before a child is ready to learn it. "Shaming" a child is completely out of date.

Changes in Handling

A THIRD change, and one that is really spectacular, is in regard to handling the baby. "Never take up the baby unless he is wet or needs food" was the injunction young mothers used to hear. Now cuddling is considered as essential as food. Of course babies still need rest and quiet and long hours of sleep, but they need also to be taken up

and to be played with and talked to—gently and briefly, of course. Too much cuddling and talking can be overstimulating.

Rocking went out in "well-informed" families around thirty years ago. Now it is coming in again. Giving comfort to a forlorn mite by way of arms and a rocking chair is psychologically approved. On the whole, family relationships are easier nowadays, and more natural than they were twenty years ago. It is a change for the better.

Closely related to the baby's need for being loved is the threat of wartime conditions, which may cause the mother as well as the father to leave the child. Many a baby suffers from being suddenly deprived of his mother when she goes to work.

Authorities discourage outside work by mothers of children under two. Dr. Arnold Gesell, of the Child Development clinic of the Yale University School of Medicine, believes that lack of the mother type of care shows its ill effects at a very early age. Even as early as three months, he says, the alertness of a baby denied such care is blunted, and social progress slows down. Experience both in this country and abroad has shown that loving and steady care by the same person is essential to a child's physical, mental, and emotional well-being, particularly during the first year or two of life. Just how much emotional damage a child may suffer from the separation that results when his mother goes off to work or his family is broken up by war cannot be predicted, because children and conditions differ, but there seems good reason to believe that the feeling of being bereft and alone is strongly registered and may leave a deeply buried scar. In sensitive children this may cause behavior difficulties later on.

Building for the Future

ALL OF the changes mentioned have been in line with the modern principle of permitting natural development and respecting individual differences in children. They recognize emotional needs and emphasize the importance of the parent-child relationship and the desirability of less adult pressure. They are based on our increasing scientific knowledge of the depth of early impressions.

You can see from this brief account of changes in their care that the way babies start off in life is very important. Both for their own future and for the future of our country, it is essential that we have happy babies, for happy babies are likely to become successful wives and husbands, adequate parents, and truly democratic citizens. As we make progress in understanding the growth and development of children, we lay the foundation for a finer quality of living and a better world.

As our NATIONAL CHAIRMEN

See it

A Film Provides a Fable

I'VE JUST returned from several weeks in Hollywood, where I was a technical adviser on an army air forces film on teaching methods. I saw there some truly remarkable films, all made possible by drawing on Hollywood's vast reservoir of writing, directing, and producing talent.

The First Motion Picture Unit has prepared a series of films called *Land and Live*, dealing with forced landings on the sea, in the desert, in the arctic regions, and in the tropics. The film laid in the tropics has a very simple story. A group of five flyers bail out and parachute to safety. Four of them follow instructions about how to live in the tropics. One, played by Lieutenant Van Heflin, does not.

We see how the aviators make use of their landing kits, which contain, among other things, quinine, a machete, bandages, sulfanilamide, and tablets to purify water. The parachute is resourcefully used as a seine, a shelter, or a signal—or all three in succession. Drinking water is obtained from small trees, with careful avoidance of those with a milky-white sap.

These men make excellent use not only of the landing kit but of the rich natural resources all about them. That fifth aviator, however, nearly dies because he does neither. Indeed, he doesn't have as much sense as the monkeys around him.

And now we come to the moral of this tale. In

wartime all of us *must* be more resourceful, make wider use of our talents. We must learn to "land and live." We face not the enemies of disease and starvation but the enemy Fascism, and we spare neither time, effort, nor money to conquer this enemy. We stigmatize, as in this film, those who are unwilling to do their share to gain victory.

But what about peacetime? Will we use all our resources to "land and live" decently, securely, cooperatively, and sometimes heroically? Will we, for example, make wise use of such technical resources as films, radio, exhibits, posters, maps, models, charts, graphs, or museums for our own and our children's education? We haven't so far.

How many schools or homes or parent-teacher associations now make use of 75 per cent of the best materials available? Far too few. Why not devote one session this year to modern materials of instruction? Screen one or two excellent teaching films. Put up some good exhibits that contrast modern and antiquated teaching methods. Have your art classes prepare appropriate posters for display at the meeting. Demonstrate, in this way, the rich teaching resources that enable an American boy or girl to live as a good citizen whether he lands in New York, California, or Minnesota.

We have at hand the resources and the talent for building a truly great country and a fine, well-equipped citizenry. But we sometimes appear to lack the will and the determination to do it. We need more intelligence, more wisdom. A stupid person may starve in the midst of tropical abundance, but a monkey never does. Can't men and women be as smart as monkeys?

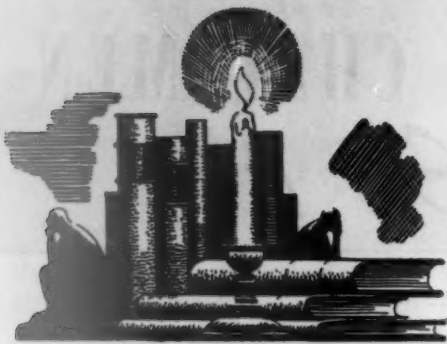
—EDGAR DALE, *Visual Education*

A Square Deal for Youth

SOME time ago a young girl visited a youth counselor in her community for advice on a problem confronting hundreds of young people today. She said to the counselor, "Our family is new here, and I know very few people. I am young, full of life, and eager for fun with other young people. I work all day in an office, help with the housework, attend church, and do some civic work.

(Continued on page 40)

TODAY all over America National chairmen of the standing committees of the National Congress of Parents and Teachers are engaged in advancing parent-teacher work in special fields related to child welfare. The experiences, observations, and impressions recounted here by members of this national group not only give an interesting picture of committee concerns and committee activities but indicate the great goals toward which these activities are directed.



BOOKS *in Review*

THE GREAT DECISION. By James T. Shotwell. New York: Macmillan, 1944. \$3.00.

NEVER before has it been so important to think intelligently about war and peace, and never has it been so difficult. The world is weary of war—of the horror, fear, and anxiety it arouses. Yet peace often seems hopelessly unattainable. What James T. Shotwell does is to transfer these emotions to the cooler realms of reason and understanding.

Simply and forcefully he explains what war is, how it has been used through the centuries, how science has changed it until it is no longer a pertinent instrument of national policy, and what peaceful measures can be effectively substituted for it. More than that, he discusses specifically what the United Nations have done and can do to organize for the complete control of war and the establishment of a positive peace.

"The argument of this book," he says, "is that our victory over the Axis powers can be made a victory over war itself, if we bring to the support of peace the same kind of realistic strategy which we devote to war." Such strategy, in both war and peace, is a matter of engineering—human engineering: of intelligent planning, of building on what we have learned in the past, and of using efficiently the tools and weapons at hand.

The Great Decision has been called the statesman's handbook of war and peace, but it is far more than that. It is a handbook for all thinking men and women, for every one of us must assume some responsibility for the duties of peace. Parent-teacher leaders in postwar planning groups will find the book exceptionally valuable.

THE PARENT-TEACHER ORGANIZATION: ITS ORIGINS AND DEVELOPMENT. Chicago: National Congress of Parents and Teachers, 1944. \$1.25.

THE NEED for an authoritative and comprehensive book on the parent-teacher organization—a book that might be used as a text in teacher training classes—has been apparent for some time. The National Congress of Parents and Teachers, undertaking to provide such a book not only for teacher training institutions but for its own leaders and members, recently issued *The Parent-Teacher Organization: Its Origins and Development*. Each chapter has been written by a seasoned parent-teacher officer who knows from long experience the structure, functions, purposes, and achievements of the organization. What gave rise to the movement in the first place; how it grew and extended its sphere of action; what it has accomplished in building satisfactory relations between home and school; how its various units function; and what it means to the average American community—all this gives the reader a clear and complete idea of the parent-teacher movement and its significance today.

Members and leaders of the Congress will, of course,

find this new book a useful addition to their organizational bookshelves, but it has value also for civic workers outside the organization. Parent-teacher work is so inclusive that nearly all phases of community life are in some way related to it. Particularly now, when every community is engaged in an all-out program of war activities and the spirit of cooperation is so vitally needed, this account of what cooperation has accomplished and can accomplish will prove worthy of careful reading.

DISCIPLINE FOR TODAY'S CHILDREN AND YOUTH. By George V. Sheviakov and Fritz Redl. Washington, D. C.: Department of Supervision and Curriculum Development, N.E.A., 1944. 50 cents.

WHAT DO we in a democracy actually mean by discipline? And how do we go about achieving the kind of discipline we say we want? These questions are ably answered in this pamphlet, which is priced well within the range of any purse. Especially interesting is the comparison drawn between the much-discussed but somewhat distorted idea of army discipline and the methods of discipline resorted to by many a teacher, principal, and superintendent. For example, in the Army hitting or slapping a soldier is against the rules, whereas in our schools, children (the authors don't venture to guess how many) are still slapped or spanked every day. Especially reassuring, however, is the authors' genuine optimism concerning the average teacher's understanding of her responsibility and her desire to learn more about guidance and personnel work.

The larger part of the pamphlet is devoted to a comprehensive treatment of discipline in classroom practice. The whole problem of discipline is lighted up by flashes of insight concerning the *why* of individual and group conduct. According to the authors, what we do to discipline an individual must be harmless in its effect upon the total group. Similarly, a technique that is rightly chosen to discipline the group must be harmless to the individuals involved. This dual approach to discipline, admirably amplified throughout, promises to bring us much closer to meeting and dealing adequately with the perplexing issues involved. Woven into the text are abundant examples illustrating typical classroom problems and suggesting proper techniques. The observations are fresh and every paragraph is packed with information.

Although *Discipline for Today's Children and Youth* is addressed to teachers, its usefulness is by no means confined to the classroom. Parents have here an unexcelled opportunity to see just how strongly conditions at home prompt and direct a child's conduct at school. Moreover, they will find plenty of specific aids for their own disciplinary problems. The last few pages, which offer teachers a number of pointers for evaluating their own personalities and their skills in handling the children in their charge, can be read with equal profit by all parents.

POETRY LANE

SONS WHO ARE MY GRANDFATHERS

Press against the boards! My hands will lift them
From above. You who have lain long years,
Push up the boards, the roots, the earth-mould!
I am coming to you with eyes and ears.
O little sons of me, who are my grandfathers,
Unless you live again, I, too, shall die.
See! here I am beside you pleading, teaching
You to walk again and breathe blue sky.

Years and years I sweat to teach my small sons
How to move their infant feet ahead
And built them houses, and left you, my small ones,
Neglected where advancing darkness spread.
I thought my life ran only towards the future,
They lied to me, they said the past was past.
Now, my younger sons, my arms are about you,
I take you to my warm heart, hold you fast.

Little boys of mine of long ago,
Whatever way you run, my legs shall go,
I will tramp by oxcarts where you tramp,
Read with you by light of the whale-oil lamp,
When you spin tops upon the puncheon floor,
I will kneel in homespun, the wild roar
Of ancient woods above your roof-tree's beams
Will fill my ears, your fierce hearth fire's gleams
Will light my eyes up, and my heart will leap
In your small hearts when bobcats break your sleep.

For here are the brothers you were never dreaming
You would have, to love and teach, new ones!
Here in your chubby hands I put the fingers
Of my sons' unborn and handsome sons.
Take their hands and lead them into living;
Where you went shouting, teach these young to shout,
To yearn and hunger. Teach them, ancient children,
So the lights I loved shall not go out.

—ROBERT P. TRISTRAM COFFIN

THE HEART AND THE LAND

We are part of the part of earth that bore us,
As we are flesh of the flesh before us;
Part of the land in whose language first
We voiced our hunger and named our thirst;
Whose soil and sunlight and frost or fair
Colored the cells of our skin and hair.
If wild flags grew in its marshy bays,
Wild flags will stir us for all our days.
If its pines were twisted with wind and height,
A pine, hunched windward, will blur our sight.

So strong and deep that he hardly knows
Is the love of his land in the man who grows
And lives in the place that gave him birth,
That shaped his sinews and molded his mirth.
The knowledge, familiar to him as breath,
May lie half hidden in him till death.
The fact may sleep in his blood and bone,
Like the knobcone seed in its rock-hard cone
That lies unbroken through thaw and freeze,
And only a flaming forest frees.

But let a man stay for a little space
In even the pleasantest foreign place,
And hunger will burn through his new content,
For a wild flag growing or a pine tree bent.
His eyes will dream and his hands grow slack
As the earth that is his earth calls him back.

—VIRGINIA BRASIER

THE MERRY-GO-ROUND

The only horse I really ever rode
Was painted white, with dapples on each side.
He stood at rest upon a wooden track
Until the boys and girls came up to ride.

Then all at once the band began to play,
A whistle blew, and with a sweeping swing
My horse took up his easy, loping stride
With every other horse upon the ring.

I stood up in my stirrups dauntlessly
To urge my horse to victory in the race,
But all the other riders did the same,
And not one dappled horse could leave his place.

I rode along some dim and dusty road,
Or followed Indians on the trail to Nome,
Or hunted cattle on the Western plain,
But when the music stopped, I was at home.

—ANNA H. HAYES

APRIL CHILD

O you may know an April child,
A brown young son or daughter,
By the elusive look that lies
Like running silver water
Across the face; by that quick glance
That gathers bird or flower,
Harvesting it to be stored
Against a later hour.

An April child may gather
Blue hills in his hand;
His speech will be by beauty
Changed like patterned sand.
No door or lock will hold him,
No hearth be home to him
Whose dreams are born with morning,
And with the last stars dim.

—ELEANOR ALLETTA CHAFFEE



All Out for Health

MARTHA L. CLIFFORD, M. D.

National Chairman, Committee on Health and Summer Round-Up of the Children

WHEN the modern wife follows her serviceman husband from place to place, she encounters problems as perplexing and varied as those that confronted her great-grandmother who traveled west in a covered wagon. She closes her home and starts for the railroad station with her older children, her baby, and countless pieces of baggage. She counts on the friendliness and helpfulness of traveling companions, but she alone is responsible for planning or improvising ways to protect her children's health during travel and after reaching their destination.

Long before this, she has had to make the difficult decision of moving to a new community and undergoing many physical hardships so the children may not be deprived of the guidance and friendship of their father. And after she arrives her troubles are by no means over. She needs all the help she can get.

Both as individuals and as groups, members of parent-teacher associations can assist this young mother who has recently moved, with her family, into the town. A friendly call can do much to help her find herself in the strange community and guide her toward the best use of local facilities for herself and her children. What these facilities are, how adequate they are, and what P.T.A.'s can do to improve them is the subject of this article.

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From the Findings of the 1944 Conference of the National Congress of Parents and Teachers: "It is imperative that interest be maintained in positive programs of health education, utilizing all public and private facilities in each community. These programs should include information concerning normal personal routines for the maintenance of sound health; home nursing; first aid; nutrition; social hygiene; the effects of alcohol and narcotics; and certain principles of public sanitation and health, including the control of venereal diseases."

Safeguard Surroundings. The new family hope above all that the community will protect their health by means of a pure water supply and a good sewage disposal system. Although the responsibility for a public water supply and for sanitation rests with city officials, there are many

private dwellings far removed from any public supervision or from connection with the city water system. Those who rely on water from a well should see that it is tested for purity by the local or state health department.

Anyone who lives or works in a place where he does not know what sanitation methods are used should not take too much for granted. Upon investigation he may find that he and his family are well protected, but if he does not find the conditions good, he should feel it his duty to write a letter to the local health officer or discuss the problem with the public health nurse. This is a responsibility both of newcomers to the community and of civic-minded dwellers who are giving neighborly assistance to the newcomers.

Living the Laws of Health. In these crowded days many thoughtless persons make their own busyness an excuse for giving up the practice of normal routines that would maintain or improve their health. They are too busy to go to bed at a proper hour, too busy to eat a full breakfast or even a balanced lunch; and yet with all their speed they accomplish less because they are easily fatigued. Because we teach and learn by precept, we should realize that one of the strongest ways of promoting health education is to practice sound health habits.

Healthful living and success seem to go together as a rule. The good luck and good fortune that seem to follow some persons are more likely the result of good habits and health practices. Optimum health is rare, but it can be promoted by positive programs of health education, by the application of medical and scientific knowledge. Already in the records of parent-teacher associations there are evidences of the value of health programs to the welfare of children.

AN idea is a program of action. The 1944 Wartime Conference brought forth in profusion ideas worthy of record in the Findings of the Conference. That the programs of action planned by local units may have stimulation and guidance, these ideas are interpreted in the series of articles here presented.

Health for Democracy's Children. Study classes on child development and child health sponsored by the parent-teacher association should answer such questions as these: What should a child be able to do for himself at different ages? What are the typical emotional problems of children separated from their fathers? What foods should the child eat to attain his best development? How much sleep does he need, and how should his hours of rest be related to his eating and play habits? What immunizations should he have and what is the best age for each to be done?

Parents who are informed on the problems of child health and development can understand better and use to better advantage the instruction given them by their physicians. For example, most mothers realize that children under one year of age need protection through constant vigilance and frequent medical advice, but they do not realize that a child of fifteen months or more needs even more careful watching than the baby who is safe in his cradle. Children over one year of age profit just as much by frequent health examinations as do helpless infants.

Positive Measures. In keeping with the recognition of the value of periodic health examinations, parent-teacher associations throughout the country have made it possible—even in time of war—to give preschool children complete physical examinations at Summer Round-Ups and child health conferences. Maintaining the Summer Round-Up program and stimulating further child health conferences have been two of the outstanding contributions of the P.T.A. to our national health in both war and peace.

P.T.A. members know that adequate play equipment, such as swings and climbing bars, helps children to develop the important muscles in the back and shoulders, and such equipment should be made available to the children in the community. Leaflets discussing play and games that will improve the posture of the young child can be obtained from the Children's Bureau and from state and local health departments.

Preventive Measures. A sound P.T.A.-sponsored health program should arouse public opinion in favor of smallpox vaccination and immunization against other preventable diseases. It should no longer be necessary for a case of smallpox to appear in a community. There is no need now to contract diphtheria, the dreaded disease that used to wipe out whole families of children. Without any additional pricks of the needle youngsters can be protected against tetanus at the same time they are immunized against diphtheria. Protection can be given against typhoid fever, and this is recommended for adults and children whenever

they are going to a new place where there is uncertainty about the purity of the water.

As another positive approach to preventive medicine parent-teacher associations can also assist in the organization of a program for checking tuberculosis. With the cooperation of local health officials and physicians it should be possible in any community to make X-ray examinations of the chests of high school students. Already many states have such programs, and as the demand for routine chest X rays increases, it seems reasonable to expect the cost per child to decrease.

Caring for Children in Wartime. The Emergency Maternity and Infant Care Program administered by the state departments of health according to plans approved and financed by the Children's Bureau of the U.S. Department of Labor, makes maternity and pediatric care and medical and hospital service available to the wives of servicemen in the lowest four pay grades. The young mother is expected to apply for this assistance through her own physician or a physician recommended by him. P.T.A. members may know of servicemen's wives who are unaware of this program and who should be advised to secure application forms from the local or state health department or the local Red Cross chapter.

The need for properly supervised centers where children may stay while their mothers are at work is a direct outcome of the demand for women in war industries. Fortunately there are now in nearly every industrial community one or more such centers, where children two years of age and over may be cared for in safe surroundings under the guidance of interested and attentive adults.

P.T.A.'s can make these child care centers more effective and useful by visiting them and describing them to working mothers and also by making sure that the staff at each center is adequate—adequate as to the number of adults in attendance and as to the kind of trained care provided. If the staff is too small the P.T.A. members should try to secure additional help but should first discuss the problem with the supervisor of the center. Since such centers are a responsibility of the community, it is only right that the P.T.A. should help to make them successful.

Conviction and Hard Work Are Needed. Promoting health and safety in the community will do much to improve the health of children. As the theme "All Children Are Our Children" ran like a tongue of flame through the 1944 Conference, so should our enthusiasm for right and healthful living be carried forward earnestly and diligently as a symbol of active, effective parent-teacher work.



PTA

Frontiers

Youth Harvests the Crops

Faced with the problem of producing more food than they have ever produced before, growers throughout the country this year have had to tap a somewhat unused and uncertain source of labor—the youth of the country.

In Oregon the recruiting of boys and girls to help harvest the berry and bean crops was undertaken largely by the public schools and was characterized by a fine spirit of cooperation between school officials and P.T.A. groups. Children in the elementary schools spent weeks of intensive study on a crop harvest unit. Not only were they taught to pick berries and other crops but they were impressed with the fact that here was an opportunity to fill a need in the national war effort that only they could fill. After they had completed the unit, children of eleven years and older were given the chance to enroll as Victory Farm Volunteers. Before the close of the school year platoons averaging about forty children each had been organized in many school systems.

Leaders were carefully chosen to organize and direct each platoon. Here the help of the P.T.A. proved invaluable, since most of the leaders were women active in their local associations. Much of the success of the program is due to the untiring efforts of these platoon leaders in maintaining the enrollment, seeing that working conditions were suitable, supplying inspiration when the picking was poor, and promoting friendly cooperation between groups and growers.

Every effort was made to provide the best possible working conditions. Each grower was sent a printed list of standards with which he had to comply if he wished to have the service of a platoon. These included state compensation or insurance by a private company; satisfactory, insured transportation; pure drinking water, with sanitary means for drinking it; adequate toilet facilities; standard rates of pay; and a six-hour day.

To safeguard further the health and welfare of the children, platoon leaders were requested

to carry first-aid equipment. The attention of the children was called to the importance of an adequate diet, sufficient sleep, the proper clothing, and observing at all times the rules of safety.

Because many of the platoons are still at work harvesting beans, it is impossible at this date to calculate the amount of produce harvested by the youth of the state. However, the following data concerning the work of Portland platoons in the strawberry fields is indicative of what has been done throughout Oregon. Thirty-one platoons of Portland children, averaging thirty-five to the group, picked 540,779 pounds of strawberries and earned a total of \$24,300.21. A substantial amount of this money was used to purchase war bonds.

The boys and girls have not only done a splendid



An improvised sanitary drinking fountain fitted up by the Oregon Extension Service and used as a sample for the growers to copy.



A youthful member of a Portland, Oregon, platoon picking loganberries.

job in helping to get the crops harvested but they have had the satisfaction of knowing that they have contributed no small part to the nation's war effort. They have learned to adjust themselves to new conditions; they have developed good work habits; they have been constructively occupied during vacation days—an important factor in the problem of overcoming juvenile delinquency; and many have learned for the first time the vital part the farmer plays in the American way of life.

Many P.T.A. groups have given time, thought, and substantial support to the Victory Farm Volunteer movement. It would be extremely effective if every local P.T.A. would include in its plans for the year at least one program on youth in agriculture.

—MARIE A. LESSING

All-Out Support of Family Life

In Oakland County, Michigan, the attention of local parent-teacher associations has been claimed by the great need, especially apparent in wartime, of tightening the family circle. As a result entertainments and recreational activities in which both parents and children can participate are being featured.

At one school P.T.A.-sponsored dances are steadily gaining in popularity. To attend these parties, which are given twice a week, young people under fourteen years of age must be accompanied by their parents. Both parents and youngsters enjoy themselves and take pleasure in each other's company. There is a small orchestra to

supply the dance music, and snack lunches and soft drinks are served.

Cooperative family dinners are also popular. A number of these have been held at the various schools, and community singing is a feature of all of them. Sometimes a father-and-son or a mother-and-daughter banquet is given.

P.T.A. groups belonging to the Pontiac City Council have extended their programs to include many recreation projects designed to use up the normal excess of energy among boys and girls of school age. Units in the Oakland County Council are sponsoring all-family activities in the home. They are urging parents to hold open house, letting their sons and daughters feel free to bring their friends for fireside entertainment at home.

Mrs. R. N. Hickson, president of this council, recently reported several outstanding projects conducted in rural schools. At Waterford Center a group of girls ten years of age and older meet in homes in their own neighborhood for afternoons or evenings of sewing, knitting, or other work under the guidance of mothers. Sometimes an outdoor excursion is substituted. An open play night is held every Friday at the Daniel Whitfield School at Sylvan Lake. The students of Hudson Covert and Waterford schools are particularly fond of roller skating parties.

The P.T.A. regularly sponsors dances and movies at the Dublin School. Several schools maintain regular schedules of educational and entertaining motion picture programs, which parents are especially invited to attend. Other parent-teacher groups throughout the county have promoted outdoor activities—playground programs, ice skating, tobogganing, hay rides, and picnics.

As always, parent-teacher associations have given active cooperation to such character-building groups as the Boy Scouts, the Girl Scouts, the Camp Fire Girls, and the 4-H Club. They have engaged prominent speakers to give parents an adequate idea of the needs of youth today, and many of them have sponsored parent education study groups for the same purpose.

The relation of all this family activity to the juvenile delinquency problem is apparent. Mrs. Harry E. King, director of District Six, Michigan Congress of Parents and Teachers, and Judge Arthur E. Moore, state juvenile protection chairman, have worked actively and consistently to combat delinquency through every channel available to them. Mrs. King, taking the position that family solidarity will go far toward solving the problem, states that one of the foremost objectives of the parent-teacher association is the development of parent education as a means of raising the standards of home life.

—KARLA V. PARKER

Guiding the *Citizens* of Tomorrow

A parent education study course for individual parents and parent-teacher study groups.

Directed by RALPH H. OJEMANN

THIS OUTLINE IS BASED ON
THE ARTICLE QUARRELS AND
TEMPERS. SEE PAGE 4.

Outstanding Points

I. Quarreling is very common; it is the law of psychological self-preservation at work. Once we recognize this fact and understand it, we are well on the way toward unraveling many of the problems that quarreling presents.

II. Finding the causes of quarrels and tempers involves a study of the emotional development of the individual. If we do not understand the subtle motivations of youngsters, we can unwittingly antagonize them into behavior that is rebellious, aggressive, argumentative, and quarrelsome.

III. The desire to be important and to achieve self-respect asserts itself through the years from babyhood on. The problem for adults is to learn to recognize this motive in the almost frantic attempts of children and adolescents to gain attention, so as to guide them toward more effective ways of satisfying this desire.

IV. The home, like the school, is an institution of learning. One real lesson that the home can teach is that the secret of being important lies in our ability to make others important. Too many people learn to heed this persistent inner voice when it is too late.

V. To avoid many frustrations displayed in tempers, parents must recognize the underlying causes of the quarreling attitude and then proceed with a practical and positive approach. Physical condition, as well as mental and emotional development, must be considered.

VI. An inspiring atmosphere pervades the home in which adults have a certain humility combined with a firmness where the rights of others are concerned. Children must be helped to build worth-while habits that will inhibit the old, undesirable ones.

VII. A certain amount of quarreling is normal and natural and is indicative of a healthy mental attitude. In guiding the lives of children, parents must realize that the fundamental personality urges should be directed, not repressed.

occur more frequently among close friends, and that they become less frequent as children grow older? Why?

4. Do you believe parents should try to settle all their children's quarrels? When is it best not to interfere?

5. In one family John is six years older than Bill. What conflicts are likely to occur because of the difference in ages, and how can the parents help the children to live in harmony together?

6. What is the effect upon the emotional and mental attitudes of parents and normal children when there are physically or mentally handicapped children in the home? Why should competition among brothers and sisters be avoided?

7. The neighborhood children are playing in your back yard and they get into a quarrel. How would you settle the matter?

8. What would you think of dividing off a playroom so that each child has a space allotted to him where others may not trespass?

9. Do you think that the quarreling that goes on among youngsters might represent their trial-and-error efforts at learning to deal with other children?

10. Supposing that a seven-year-old boy quarrels with his five-year-old sister, which one of the two would you protect, the older or younger?

11. Explain how the parents' preference toward one of their children might cause lack of harmony among brothers and sisters.

12. The Smith children—a three-year-old boy and an eighteen-month-old girl—had always played peacefully indoors, one in the playpen and the other on the kitchen floor. During the summer months, Mrs. Smith used to put both of them out on the back porch in the sunshine until she had finished the housework and could take them for a walk. But this year the children were quarrelsome; the older took toys from the younger, and the younger would pick up almost anything to hit her brother. It often looked as if both of them were just "spoiling for a fight." What would you suggest that she do?

Questions To Promote Discussion

1. How common is quarreling? What is the nature of quarrels at different age levels? At what time of the day do children quarrel easily?

2. What are some of the underlying causes of children's quarrels in the home and at school?

3. Is it logical to suppose that quarrels are more frequent with boys than with girls, that they



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Life at the *Preschool* Level

THIS OUTLINE IS BASED ON
THE ARTICLE HOW BRIGHT
IS THIS CHILD? SEE PAGE 8.

*A study course for parents of preschool children, for
study groups, and for parent-teacher associations.*

Directed by **ETHEL KAWIN**

Outstanding Points

I. Mental tests, which are a scientific means of studying behavior, were first developed to measure the intelligence of the slow learner and the bright school child. Later, tests similar in nature but adapted to earlier levels of development were devised to measure the mental growth of children of preschool age.

II. It is just as helpful to know about a child's mental development as it is to know about his physical development. Such knowledge serves as a valuable guide both for present training and for future planning. Children will make happier adjustments if what we expect of them is based on what they are capable of doing.

III. From the time a baby is four weeks old, a number of his body movements can be easily observed. These are indicative of the degree of body control he has acquired. In early stages of development there is normally quite a close relationship between mental development and body control.

IV. When the baby has learned to reach out and grasp objects, a whole new world opens up for him. Differences between bright and slow children then begin to be quite apparent. Children's reactions to simple toys—what they do with their playthings—are definite indications of the status of their mental growth.

V. Language is another significant measure of a child's mental development. However, language growth must not be judged only by the child's ability to speak because the understanding of words always precedes actual speech.

VI. The most striking development takes place during the first two years. In the years immediately following we watch for signs of growth in more extensive use of language; more complex patterns of play; and greater independence and skill in eating, dressing, and toilet habits. Another significant area of growth—especially between the ages of two and four—is social development; mental growth plays an important role in the way a child learns to get along with other children and adults.

VII. "How bright is this child?" is a question that can be answered only by a psychologist with extensive professional training and experience. After adequate testing and consideration of all the factors that may significantly affect intelligence (especially language development), such a professionally qualified examiner can answer this question and interpret his findings for the wise guidance and training of the child, whether he be a bright or a slow-learning youngster.

Questions To Promote Discussion

1. List the easily observed evidences of body control that indicate infant development during the first year of life. During the second year of life.

2. Outline fairly typical language development from the child's first to his third birthday.

3. What should we put into the environment and training of a young child to provide opportunities for the exercise of his abilities and powers as they develop? Consider the age of the child, the ways in which adults handle him, the play materials available to him, and his opportunities to play with other children.

4. Do you think it would help you to guide your child wisely if you knew the general level of his mental capacity? Are trained psychologists, experienced in testing young children, available in your community? Can you help through your P.T.A. to provide such psychological services for children in the community who do need them?

5. If a reliable test indicates that a young child is unusually bright, what are some of the things that should be done for him during his preschool years? Should his brightness be taken into consideration in his first school placement? Discuss these same questions in regard to a child who develops and learns slowly.

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LIFE
AT
THE
PRESCHOOL
LEVEL

2

Motion Picture

PREVIEWS



DR. EDGAR DALE, National chairman of Visual Education, wrote in a recent letter to state chairmen: "Motion Picture Previews is one of the most popular features in the *National Parent-Teacher*. Notice, in these lists of current movies, how few excellent films are available for children between the ages of eight and fourteen. Certainly if young children are attending movies without parental guidance they are seeing many pictures that are too tense or too mature for them.

"Emphasize the habit of going to 'a movie' instead of 'the movies.' We would not think of reading certain novels aloud to our children, but when these same novels are produced in motion picture form we sometimes let our good will prevail over our critical judgment. Skillful use of the *National Parent-Teacher* preview list will help solve the problem of proper selection."

A most serious failing on the part of many parents is the misinterpretation of the term *junior matinee* used by theater managers to designate Saturday afternoon programs in neighborhood theaters. Contrary to common belief, this phrase does not mean that a program has been carefully selected for children under twelve years of age. Instead, it is usually identical in content, with the exception of a harrowing episode from a serial, with the program shown for an adult audience on Saturday night.

A few of the reasons why many theater managers do not attempt to provide a suitable Saturday matinee for their junior audiences may clarify parents' thinking and cause them to assume greater responsibility for the selection of their children's motion picture entertainment.

1. Many parents permit their youngsters to go to movies on Saturday afternoon regardless of what picture is being shown. Little wonder, then, that the manager shrugs off his responsibility with, "If parents don't care what their children see, why should I care?"

2. When there are double bills one of the two films is almost certain to be unsuitable for children, yet attendance drops if only one film is shown. On the other hand, it is almost impossible to get the children to leave the theater at the end of one feature if another one is to follow.

3. It requires a great deal of showmanship, advertising, and additional expense for a theater manager to maintain good children's programs. Moreover, it is often difficult to keep an audience of excitable children from being noisy and rowdy.

Perhaps wise parents had best play safe by going with their children to an occasional carefully selected motion picture and omitting the Saturday junior matinee program altogether.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Atlantic City—Republic. Direction, Ray McCarey. Atlantic City in 1915 is the background of this comedy which brings to the screen many of the old-time vaudeville stars. Many popular songs and dances of that period are also revived by Constance Moore who is supported by a chorus. The story of a young man's rise to financial success through speculation in real estate and his discovery that friends are more important than money is well told. Cast: Constance Moore, Brad Taylor, Charley Grapewin, Jerry Colonna.

Adults	14-18	8-14
Entertaining	Entertaining	Fair

Gypsy Wildcat—Universal. Direction, Roy William Neill. Technicolor photography. A romantic Robin Hood tale that lifts its audience out of this world into the land of make-believe. A beautiful maid, a dashing hero, a cruel villain, and a band of gypsies are its characters. There are gay gypsy songs and dances, fleet-footed horses racing across wide open spaces, and courageous men scaling castle walls and crossing unsurmountable barriers. Cast: Maria Montez, Jon Hall, Peter Coe, Leo Carrillo.

Adults	14-18	8-14
Diverting	Entertaining	Excellent

Kismet—Metro-Goldwyn-Mayer. Direction, William Dieterle. In fabulous old Bagdad where fairy tales come true the king of beggars dreams that his beautiful daughter will someday wed the King of all Arabia—but she loves the son of the King's gardener. Exquisite technicolor photography brings out all the richness of the oriental costumes, the mob scenes, and the splendor of the King's court. A riot of color and dancing and mystifying tricks to delight those who want to believe in magic. Cast: Ronald Colman, Joy Ann Page, Marlene Dietrich, James Craig.

Adults	14-18	8-14
Entertaining	Entertaining	Excellent

Wilson—20th Century-Fox. Direction, Henry King. A motion picture of unusual value because it dramatically presents ideals and ideas that will doubtless stimulate discussion about what the United States can do to prevent a third World War. It is an interesting biography of the man Woodrow Wilson as Princeton University's president, governor of New Jersey, and as the twenty-eighth President of our nation. It pictures him as a man of great intelligence, with an unusual warmth of heart and soul, and dwells at length on his family life and friendships. The curtain is pulled aside to reveal much of the political life of our nation. There are many spectacular scenes, a dramatic national presidential convention, Congress in action, and great crowds in France and in this country. The technicolor settings, which are both real and reproductions of Washington and the White House, are impressive. The cast is excellent. Alex Knox as Wilson gives a fine interpretation of the character and makes the most of his lines because he is an outstanding orator. Cast: Alexander Knox, Geraldine Fitzgerald, Charles Coburn.

Adults	14-18	8-14
Outstanding	Outstanding	Outstanding

FAMILY

(Suitable for children if accompanied by adults)

Casanova Brown—International-RKO. Direction, Sam Wood. This highly entertaining farce will especially appeal to women

because of a wee baby who steals every scene in which she appears. The story as a whole is in good taste but is marred by innuendos delivered by a rakish character who is played by Frank Morgan. A professor is reunited with his wife (whose marriage had been annulled) when he succumbs to the charms of their new-born baby girl. Cast: Gary Cooper, Teresa Wright, Frank Morgan, Isobel Elsom.

Adults 14-18 8-14
Entertaining Entertaining, though sophisticated Mature

Dixie Jamboree—Producers' Releasing Corporation. Direction, Christy Cabanne. Showboat type music, an inane plot, poor story material and direction, all add up to mediocre entertainment in spite of the excellent cast. The backgrounds—river, river boat, and the negroes on the docks—had possibilities that were not developed. Cast: Frances Langford, Guy Kibbee, Eddie Quillan, Charles Butterworth.

Adults 14-18 8-14
Matter of taste Fair Not recommended

The Falcon in Mexico—RKO. Direction, William Berke. Another Falcon mystery-drama with a rather involved plot and a romantic hacienda in Mexico as a setting. This picture deals with murder, the theft of a valuable painting, and a man-hunt that carries the audience into colorful Mexico. All the characters are well cast, and there is suspense and humor enough to keep up the interest of the audience. The ethics are definitely questionable. Cast: Tom Conway, Mona Maris, Martha MacVicar, Nestor Paiva.

Adults 14-18 8-14
Entertaining Probably No

Greenwich Village—20th Century-Fox. Direction, Walter Lang. Colorful, tuneful, and amusing, this musical comedy, laid in New York's famous Latin Quarter in the 1920's, has more than average appeal due to the good cast, the interesting settings, and the entertaining specialty acts. The plausible story is lightly presented, but one drinking sequence goes a bit beyond the borders of good taste. The New York experiences of a serious young musician from Kansas supply the action. Cast: Carmen Miranda, Don Ameche, William Bendix, Vivian Blaine.

Adults 14-18 8-14
Entertaining Fair Mature

Mademoiselle Fifi—RKO. Direction, Robert Wise. A social drama, set in the days of the Franco-Prussian War, based on patriotism and human frailties. This picture interestingly tells the story of a little peasant girl who protects the honor of the French by refusing to dine with the Prussians and then, in order to release her selfish fellow travelers, gives in, only to be despised by them. It is mature in tempo and theme and is fair entertainment. Cast: Simone Simon, John Emery, Kurt Kreuger, Alan Napier.

Adults 14-18 8-14
Fair Fair No

Maisie Goes to Reno—Metro-Goldwyn-Mayer. Direction, Harry Beaumont. Light, fast-moving, amusing comedy, with quick-witted, goodhearted Maisie taking it upon herself to straighten out the marital difficulties of a young soldier. The motivation is supplied by a prolonged drinking scene. Cast: Ann Southern, John Hodiak, Tom Drake, Marta Linden.

Adults 14-18 8-14
Amusing Amusing Mature

The Merry Monahans—Universal. Direction, Charles Lamont. Pleasant, refreshing entertainment is offered in this unpretentious, but well-staged, romantic musical. It has sufficient plot to hold interest, and the action is fresh and lively. The story, with backstage settings, concerns the romantic and marital entanglements of two generations of vaudevillians—time 1899-1917. Cast: Donald O'Connor, Peggy Ryan, Jack Oakie, Ann Blyth.

Adults 14-18 8-14
Entertaining Good Good

Since You Went Away—David Selznick-United Artists. Direction, John Cromwell. This heart-warming story of American home life and the brave women who keep the homes intact while their menfolk are away at war, runs the gamut of emotions—love, courage, patriotism, laughter, and tears. It makes a beautiful story of common everyday living rather than of moments of high stress. The cast, all ranking stars—and with even the bit parts taken by actors and actresses of note—makes this a memorable triumph of acting, and realism makes the picture live. The lovely settings of this comfortable home, designed for real living, are outstandingly impressive. The other backgrounds—the crowded train; the milling crowds in the station; the scarcity of hotel accommodations—all are documentary of this age. The brief glimpses into the hospital and the work and care planned for the physically and mentally

ill boys are most interesting and the delicate thread of the song "Together" carries much heart interest. Cast: Claudette Colbert, Jennifer Jones, Joseph Cotten, Shirley Temple.

Adults 14-18 8-14
Exceptional Exceptional Very emotional

Till We Meet Again—Paramount. Direction, Frank Borzage. Here is a beautiful, romantic story of unusual strength because it is ethically sound and does not compromise its logical tragic ending. The story is exceptionally well written, with many impressive bits of dialogue. The story opens in a convent when the Mother Superior, who has been working with the French underground, is killed by the Nazis and a novice takes over her task of helping an American flyer to escape. The cast, direction, and plot are outstanding. Cast: Ray Milland, Barbara Britton, Walter Slezak, Lucile Watson.

Adults 14-18 8-14
Outstanding Outstanding Mature and tragic

Wing and a Prayer—20th Century-Fox. Direction, Henry Hathaway. An interesting and well-presented war picture with an all-male cast, explains the naval diplomacy following Pearl Harbor and justifies harsh discipline and the sacrifice of individuals as being necessary to the ultimate good. The flying scenes are thrilling and the acting is convincing. Cast: Don Ameche, Dana Andrews, William Eythe, Richard Jaeckel.

Adults 14-18 8-14
Interesting Interesting No

ADULT

Arsenic and Old Lace—Warner Brothers. Direction, Frank Capra. The popular stage play has been filmed, retaining the delightful farce tempo that was so amusing. Two sweetly sympathetic and well-intentioned (but insane) old ladies poison lonesome old men and, with the help of their frankly crazy brother, Teddy—who believes himself to be Teddy Roosevelt—give their victims formal burial in their own cellar. The casting and direction are excellent and the whole is highly diverting entertainment. Cast: Cary Grant, Priscilla Lane, Raymond Massey, Josephine Hull.

Adults 14-18 8-14
Amusing Not recommended No

Barbary Coast Gent—Metro-Goldwyn-Mayer. Direction, Roy Del Ruth. A typical Wallace Beery story, with a swaggering, goodhearted rascal as the hero and attractive Binnie Barnes as the saloon proprietress he is planning to marry—sometime. It has the usual whimsical humor, a melodramatic Western story, and frontier background. Ethically unsound. Cast: Wallace Beery, Binnie Barnes, John Carradine, Bruce Kellogg.

Adults 14-18 8-14
Fair No No

Bride by Mistake—RKO-Radio. Direction, Richard Wallace. This sophisticated, superficial farce relies heavily upon drinking for its humor. An attractive, very wealthy girl is successful when she sets out to find a man who will marry her for love and not for her money. A good cast and attractive settings. Cast: Laraine Day, Alan Marshall, Marsha Hunt, Allyn Joslyn.

Adults 14-18 8-14
Matter of taste Sophisticated No

In Society—Universal. Direction, Edgar Fairchild. If one is amused by the exaggerated slapstick of Abbott and Costello he will like this picture. If not, he will find it stupid and tiresome. The plot is not worth the telling. Cast: Abbott and Costello, Marion Hutton.

Adults 14-18 8-14
Stupid No No

The Liberation of Rome—OWI (M. G. M. release). A good depiction of the long, weary, tragic road that led finally to Rome. Beginning with the landing of American troops on the Italian coast, it follows through to their victorious arrival in that historic city. The very mountainous aspect of the geography of the country shows one of the major difficulties of the campaign.

Adults 14-18 8-14
Excellent Tense War horrors

Music in Manhattan—RKO. Direction, John Auer. Some entertaining songs and dances against a background of nice stage settings and costumes fail to offset the unconventional situations that form most of the plot of this farcical comedy. A young singer and a war hero occupy each other's apartments when a series of mistakes has led her public and his mother to believe they are married. Cast: Anne Shirley, Dennis Day, Phillip Terry, Raymond Walburn.

Adults 14-18 8-14
Fair Not recommended No

(Continued from page 29)

But I have no opportunity for any kind of wholesome recreation.

"I could go out with girl friends, but their good times seem to depend on the soldiers and sailors they meet on the street, the cheap dance halls they attend, and the liquor they can buy and drink. I have always had certain ideals that I am trying earnestly to uphold, but I do envy them. They always seem so happy. What can I do?"

The counselor's reply was a challenge to the community rather than a direct answer to the girl. And this is as it should be, for her problem is a community problem.

An officer in the local P.T.A. council can take this girl's story to her executive board and recommend a city-wide council project to safeguard youth and to give youth wholesome recreation.

A juvenile protection committee, if one does not already exist, can be appointed, and a program covering the essential needs can be formulated. Some of these specific needs are adequately supervised recreation centers; trained leadership; satisfactory programs; and youth participation in planning and executing the programs.

The first step is to organize a community coordinating council, with parents, young people, schools, churches, child welfare agencies, recreation organizations, police, juvenile courts, city officials, and civic and social groups all represented. Then committees should be set up in the local P.T.A.'s to carry out the council's program.

The results of such a program would be impressive. New recreation centers and teen-age clubs would be established, with the rules and regulations drawn up by the young people themselves and the adults acting only in a supervisory capacity. Opportunities for instruction in art, dramatics, music, athletics, and vocational training would be offered in most of these centers.

Surveys would be made to determine the factors contributing to delinquency. City-wide and state-wide juvenile protection conferences would be sponsored by the P.T.A. groups.

And why is your chairman so sure that all this can be done? Because it has been done. It was done in the community referred to at the beginning of this article. Just recently that same young girl went back to that same youth counselor. She was radiant with excitement; her face shone with happiness. She told the counselor that she had been appointed one of the official hostesses of her neighborhood club and proudly showed her proposed plan for the year, which gave all young people a chance for active participation.

Wouldn't such a program help the young people in your community?

—REHAN S. WEST, *Juvenile Protection*

Contributors

WILLIAM DOW BOUTWELL, formerly director of the Information and Radio Service of the U.S. Office of Education, is now editor of the *American Vocational Association Journal* and assistant to the executive secretary of the Association. An expert in the specialized field of radio, Dr. Boutwell helped to organize the Association for Education by Radio of which he is now first vice-president. His writings, distinguished by a modern and broadly democratic point of view, are much sought after by leading professional journals.

LOUISA RANDALL CHURCH, onetime president of the Massachusetts Parent-Teacher Association, has been an enthusiastic and active parent-teacher leader for many years. Prominent in civic and social affairs in her community, Mrs. Church is unusually well equipped by experience and training to understand the problems of wives and mothers in these days of stress. Her own creative abilities find expression in the many valuable articles she contributes to national magazines.

HELENDEEN H. DODDERIDGE, chief of Consumer Services in the War Food Administration, writes and speaks widely on consumer education and related subjects. She reminds us that she is no stranger to the P.T.A., having appeared on many National convention programs and having once been secretary of the Pinckney School P.T.A. in Lawrence, Kansas. Mrs. Dodderidge has two sons in the Army, both majors serving abroad.

DOROTHY KERN HALLOWELL, outstanding authority on child behavior, was for a number of years consulting psychologist for the Children's Aid Society and several other social agencies in Pennsylvania. During this period she published various studies on the reliability of tests for young children. She is now a counselor with the Board of Education in Philadelphia and consulting psychologist at Sleighton Farm School for Girls.

MARION F. MCDOWELL, extension specialist in child development and family relations at the New Jersey College of Agriculture, Rutgers University, has a keen grasp of the many problems that confront parents. She works closely with the New Jersey Congress of Parents and Teachers and gives many hours to state-wide conferences and county leader training programs. Mrs. McDowell is secretary-treasurer of the National Council of Parent Education.

BONARO W. OVERSTREET's new series of articles, according to comments already received, is a worthy successor to last year's "War Comes to Liberty Hill." Parent-teacher members in Michigan will soon have an opportunity to meet Mrs. Overstreet in person. In a recent letter she says that she is scheduled to lecture there during the parent education conferences to be held in November.

DOROTHY WALDO PHILLIPS, nationally known lecturer and youth counselor, is director of activities of the junior club of Skytop Club in Skytop, Pennsylvania. She is also the director of the School-Community Day, a project sponsored by the American Association of University Women. In connection with this project Mrs. Phillips toured Michigan and Wisconsin, conducting a special guidance-day program in each of forty-seven cities. During these two tours alone she addressed and counseled with 100,000 young people and 40,000 adults.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. James C. Parker, president, Michigan Congress; and Mrs. Harry H. George, president, Oregon Congress, and Marie A. Lessing, teacher and farm labor assistant.